This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

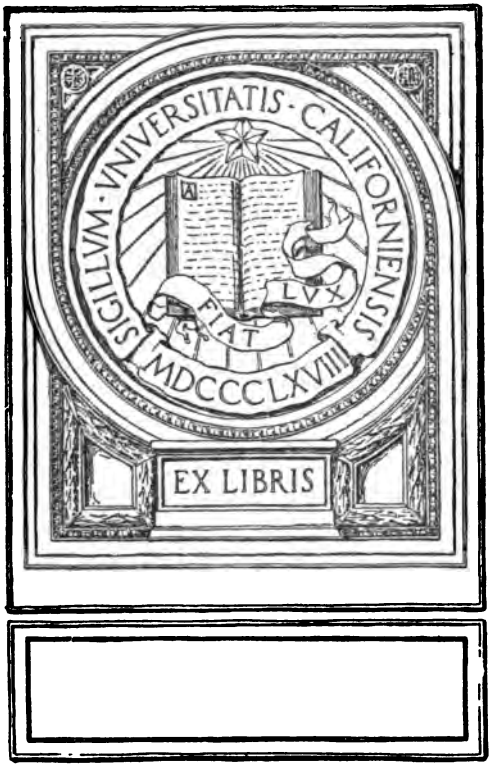
THE THEORY AND PRACTICE OF EDUCATIONAL GYMNASTICS

WILLIAM A. STECHER

UC-NRLF
$B 40 917

JUNIOR BOYS' AND GIRLS' HIGH SCHOOLS

Digitized by Google



Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

UNIV. OF CALIFORNIA

THEORY AND PRACTICE OF

EDUCATIONAL GYMNASTICS

FOR

JUNIOR HIGH SCHOOLS

Also for Boys' and Girls' Clubs and All Associations Having Gymnasium and Playground Work

BY

WILLIAM A. STECHER, B. S. G.

Director Physical Education, Public Schools, Philadelphia, Pa.; Secretary Committee on Physical Training, North American Gymnastic Union; Editor "Mind and Body."

PUBLISHED BY

JOHN JOSEPH McVEY

PHILADELPHIA

Digitized by Google

GV461

Copyright, 1918, By
JOHN JOSEPH McVEY.

Digitized by Google

THE PHYSICAL TRAINING MATERIAL FOR A THREE YEARS' COURSE IN JUNIOR HIGH SCHOOLS

Arranged by Years

SIX COMPLETE ASSIGNMENTS FOR EACH TERM

Part I. Determining Principles.
Part II. Definitions. Instruction Material.
Part III. Assigned Work for Three Years.

Digitized by Google

601740

Digitized by Google

UNIV. OF CALIFORNIA

PART I

DETERMINING PRINCIPLES

I. The Objects of Physical Training

Gymnastics, or physical training, is the regulated and supervised practice of muscular exercise under conditions that tend to promote the health of the pupils, insure normal growth, and develop motor control.

The aims of this training, therefore, are two-fold, namely: hygienic and educational.

Viewed as to its physical effects, gymnastics produces health and hardiness. By combating and alleviating unhygienic school conditions, such as improper air conditions, incorrect sitting and standing, long periods of physical inactivity, etc., it increases health. It develops strength, and increases organic vigor. By improving co-ordination it promotes quickness and skill. It develops endurance, and produces beauty of form. By combining strength and co-ordination it produces beauty of motion; *i. e.,* grace.

On the educational side, physical training properly given, develops a number of specific habits such as obedience to proper authority, alert and attentive behavior, quick perception and prompt reaction—all of which will prove useful in situations sufficiently resembling those in which the habits were formed. In the hands of a skillful teacher, physical training, especially in its competitive forms, can be used to develop ideals of self-control, loyalty to leaders, "playing the game fairly," etc., which can be made to function in many extra-school activities.

An adequate system of physical training, therefore, must embrace the following types of exercise:

(a) Exercises that develop prompt response to commands (obedience).

(b) Exercises that develop initiative and skill (resourcefulness).

(c) Exercises that develop co-operation (loyalty, unselfishness).

(d) Exercises that develop determination (leadership).

(e) Exercises that develop the musculature (improved posture).

Digitized by Google

II. The Means

1. The gymnastic means that the school can use to accomplish these aims are:

(a) Tactics; (b) Free Exercises; (c) Running and Rhythmic Steps; (d) Games, Track and Field Work, Miscellaneous Activities; (e) Apparatus Work.

2. Acccording to their effects upon the body these means may be grouped as follows:

Group 1. As *Exercises of Endurance and Quickness,* like running, playing of games, dancing, swimming, tramping, rowing, sledding, skating, etc.

Group 2. As *Exercises of Skill and of Localized Strength,* like the free exercises without and with hand apparatus (wands, dumbbells, clubs, etc.), also exercises like vaulting, jumping, etc., or exercises upon apparatus like the horse, horizontal and parallel bars, booms, rings, ladders, etc.

Group 3. As *Exercises of Order,* marching exercises (tactics).

Group 4. As *Exercises of Strength,* like wrestling, lifting weights, etc.

3. In accomplishing the aims of physical education, the relative importance of the means are as follows:

(a) The *first place* is to be given to *Exercises of Endurance* and *Quickness; i. e.,* to exercises that have as their aims the increased mobility of the chest, the development of sound heart and lungs, increased metabolism in the shortest time; namely, to exercises designed primarily for health and organic strength.

(b) The *second place* is to be given to *Exercises of Skill* and of *Localized Strength; i. e.,* to exercises whose aim is to increase co-ordination or to increase the strength of localized groups of muscles.

(c) The *third place* should be given to *Order Exercises* (tactics).

(d) Exercises of strength should not, as a rule, be considered in school gymnastics.

Digitized by Google

III. The Types of Lessons

Whenever possible, all physical training work should be done out of doors. Even the best ventilated and cleanest gymnasium is an indifferent substitute for the open air. The gymnasium is useful mainly in inclement weather.

The following types of lessons show the approximate time to be given to the different groups of work. A lesson is supposed to last 40 minutes.

Type No. 1—Outdoor

1. Exercises of endurance and quickness.....20 to 25 minutes
2. Exercises of skill and localized strength....10 to 12 minutes
3. Order exercises ..... 3 to 4 minutes

Type No. 2—Indoor

1. Exercises of endurance and quickness.....15 to 20 minutes
2. Exercises of skill and localized strength....12 to 15 minutes
3. Order exercises..... 3 to 4 minutes

Lesson Plans for Forty-Minute Periods

The gymnastic material in this course consists of (a) Marching Tactics, (b) Running, (c) Rhythmic Steps, (d) Free Exercises, Wand Exercises, Dumbbell Exercises, Club Exercises, (e) Track and Field Events, (f) Games, (g) Apparatus Exercises.

Note—In military schools practically all the wand exercises can be executed with the rifle.

Viewpoints. In arranging the physical training material for a lesson, the physiological effect of every type of work must be considered. Speed running and races, even if taken only once or twice during a lesson, should be followed by a less strenuous form of work. Exercises like high jumping or the basketball far throw, do not produce fatigue as quickly as do games like "poison," "the wrestling circle," and the like. Gymnastic dancing steps are very strenuous and should be followed by easier free exercises or by apparatus work that does not demand such continuous exertion.

Economy of time must also be considered; the period devoted to physical training must produce the best results in the shortest time. Physical training is not a lecture course. Class work, therefore, should be substituted for team work in such forms of activity that produce best results in the shortest time if performed

Digitized by Google

by the class as a whole. The following lesson plans with time apportionments will be found useful in arranging lessons.

LESSON PLAN I, FOR CLASS WORK THROUGHOUT

Part I—Tactics, Running and Rhythmic Steps.....10 minutes
Part II—Free Exercises (or Wands, Dumbbells, Clubs) .....10 minutes
Part III—A Game (or one Track and Field Event)...20 minutes

LESSON PLAN II, TEAM WORK FOR PART III

Part I—Tactics and Rhythmic Steps..... 8 minutes
Part II—Free Exercises (or Wands, Dumbbells, Clubs) ..... 8 minutes
Part III—One Track and Field Event by teams (different teams may have different events)..12 minutes
Part IV—A Running Game (or a Relay Race).....12 minutes

LESSON PLAN III, TEAM WORK FOR PARTS II AND III

Part I—Tactics, Running and Rhythmic Steps.....10 minutes
Part II—First Team Event.....15 minutes
Part III—Second Team Event .....15 minutes

The team events should be grouped approximately as follows:

1. Running broad jump and horizontal ladder.
2. Triple standing broad jump and balance beam.
3. Hop, step and jump and basketball far throw.
4. Running high jump and goal throw.
5. Short sprints and far throw, or goal throw.

Apparatus Exercises as Team Events

Work on stationary apparatus in a gymnasium should be viewed from two angles. It may be used to attain first the general physical training aims for specific ages or for definite school grades. But it also may be used to cultivate specific athletic accomplishments. Under this latter head, for instance, chinning, hand walking or hand jumping, a definite distance in a definite time on a horizontal ladder, or vaults over a beam at a definite height might be classed as athletic events and used in athletic competitions. Teachers will find it advisable to use both methods. Under this plan "chinning" would be a competitive exercise

Digitized by Google

every time a squad or team has the horizontal ladder (or any piece of apparatus on which this exercise can be performed). The rest of the period then should be taken up with exercises developing other body parts—that is, with the class aims. If a front vault over an obstacle 40 inches high is an event in athletic competitions, this vault should be practiced first every time a team has the balance beam or the low horizontal ladder. The rest of the time then should be devoted to the class aims.

Finally, it is perfectly legitimate to devote the first part of the year to thoroughly teach a game if this game is to be used largely in the after-school athletic life of the pupils. A lesson plan arranged with this in view would be approximately as follows:

LESSON PLAN IV

Part I—Tactics and Vigorous Rhythmic Steps.....10 minutes
Part II—A Game Between Regularly Organized Teams.30 minutes

IV. Aims of the Types of Movement Classed Under the Different Groups

In all exercises good form is of the greatest importance.

Group 1—*Exercises of Endurance and Quickness.*

Running, both as a simple exercise and in games, is of the utmost importance in quickly increasing circulation and respiration, in developing heart and lungs, in increasing mobility of the chest.

If rhythmic steps are taken instead of running, they must be of a vigorous type, to induce strong action of the heart and lungs. Games, to come under this head, also must be of the vigorous type, having much movement of the whole body.

Games and the competitive forms of track and field work should be used as some of the schools' most effective means of influencing the moral growth of boys and girls.

While it may appear difficult to influence swimming, tramping, sledding, rowing, skating, etc., it must, nevertheless, be the aim of teachers of physical training to get their pupils to indulge in these forms of natural exercise. Pupils should also be encouraged to play highly organized games. This may be done by the formation of permanent teams and clubs, and by the preparation

Digitized by Google

of schedules for play, or any other physical training activity, after the regular hours of school, also on Saturdays and on holidays.

GROUP 2—*Exercises of Skill and Localized Strength.*

The free exercises (calisthenics) come under this head. For high school boys, especially, they should be taken with light iron wands, iron dumbbells, or with clubs, so as to increase their effectiveness. Exercises for the muscles of the trunk must predominate. Whenever possible all movements of this kind should first be taken upon command, and then in rhythm (in time, in series). When taken upon command, wherever practicable they should be combined with breathing exercises. When exercises have been well learned and are appropriate, they should at times be performed to music.

Most forms of field work, also the exercises upon fixed apparatus, belong to Group 2. (Track events like running belong to Group 1.) Exercises must be selected which keep as many pupils as possible employed at the same time. The object is to secure skill and correctness of execution, and to strengthen certain rather well-defined groups of muscles. Many of these exercises, especially the exercises upon apparatus, are admirable to develop courage, determination, presence of mind, and like mental qualities.

GROUP 3—*Order Exercises.*

Tactics should be used to accustom the class to prompt obedience and to co-operative action. They have no value for muscular development.

V. GENERAL NOTES

1. As a rule, pupils of the same school grade should be grouped in a class. This class should then be divided into at least two divisions, based upon physical fitness.

2. Classes composed of pupils of different grades must be divided into several groups, based upon previous instruction and upon physical fitness. Successful teaching in sub-divided classes, also in all kinds of team work, is conditioned on competent leaders. Promising pupils should be selected and given separate instruction, and developed as a class of leaders. With competent leaders enough sub-divisions may be made to accommodate pupils of many degrees of physical development.

Digitized by Google

3. As soon as a good co-ordination has been developed and the class aims reached, it is wise, not only to allow, but to encourage pupils to invent suitable exercises and combinations (chosen exercises) not only on all pieces of apparatus, but also in other forms of physical training that lend themselves to the expression of individuality.

4. At suitable times during a lesson attention should be called to the effect of particular exercises. The physical training period also lends itself well to appropriate instruction in personal, school and community hygiene. This opportunity should constantly be used—but with discretion.

5. While the class-aims for boys and girls are practically alike, there should be a great difference in the method of teaching gymnastics to the two sexes. Any instruction, mental as well as physical, which with girls interferes with the menstrual period, is of evil and should cease.

6. In general the differences between the work of boys and girls are as follows:

(a) For girls more weight should be placed upon rhythmic steps, and upon corrective work.

(b) In the track and field work, the apparatus work, and also in the games, the physical work demanded of girls should not be as great as that required of boys.

(c) For girls there should be less competitive track and field work than for boys, also fewer strenuous games, both forms to be limited, as a rule, to intra-class and intra-school competitions.

(d) For boys there should be a gradually increasing amount of competition in track and field work, in apparatus work, and also in games. This competition chiefly should be intra-class and intra-school, and only exceptionally should it be with outer-school teams.

VI. Viewpoints Guiding the Selection of Physical Training Material for the Different Age-Groups in the Elementary and High Schools

First Group—For Pupils 6, 7, 8, 9 and 10 Years of Age

School Grades 1, 2 and 3

Excepting the Kindergarten, this is the first period of school work. So far as its effect upon health is concerned, for the aver-

Digitized by Google

age child school life means a change from a free active life to one requiring not only a considerable amount of sitting, but also decreased muscular activity; *i. e.*, to conditions interfering with sound growth. The result is a decreased incentive for lung growth, and a decreased circulation of blood and lymph.

The essential viewpoints in the choice of gymnastic material for this period, therefore, must be:

First. To select exercises that quickly increase metabolism, and that induce a healthy normal growth.

Second. To select exercises that directly counteract the detrimental effects upon health which the habituation to school life brings to the child.

During this period, especially at its beginning, a child is too weak and undeveloped to perform exercises designed primarily to greatly increase muscular strength, or to develop special sets of muscles. The aim must be to select exercises that actively engage large muscle masses, and which at the same time stimulate respiration and circulation.

The activities employed for these ends should be mainly plays and games, as they create, largely, feelings of joy, and give opportunity for spontaneous action of the will power. At appropriate times, and especially when bad weather makes it impossible to exercise in the open air, the gymnastic lesson should consist of exercises for increasing good posture, of vigorous trunk exercises, of marching and of rhythmic steps.

Where it is possible, it should be the rule that gymnastics must be performed out of doors. No indoor exercises, however valuable, can be compared in their effect upon blood enrichment to the value of these same exercises when performed out of doors in the sunlight.

During this first school period the teacher begins to discover that some pupils are of slow mentality. For the mental stimulation of these pupils simple gymnastic games, and the song games with arm or leg movements are very valuable.

If children are of the extremely nervous type their gymnastic work should consist mainly of rhythmic exercises (not of exercises performed upon command). Exercising with properly selected music, also, is very valuable in such cases.

The fundamental ideas in selecting gymnastic material for this age-group are: large movements employing the large muscle masses; predominantly spontaneous and rhythmic work; much self-activity in the games and plays.

Digitized by Google

The essentials to be demanded in the gymnastic lessons are:

(a) Good posture in standing and marching.

(b) Vigorous trunk exercises combined with simple arm and leg movements.

(c) Elementary rhythmic steps in alternation with marching; also simple combinations of leg and arm movements.

(d) Easy apparatus work, track and field work, and games.

Exercises of skill during this period are a most important gymnastic factor. Games may be employed to teach co-ordination, quickness and readiness. At the end of this period children begin to be interested in team games of low organization.

In track and field work, fast running (sprinting) from 50 yards gradually leading up to 75 yards (at the end of this period) should receive an increasingly prominent place. Endurance (slow) running should progress from 2 to 5 minutes. Broad jumping, both from a stand and a run, should be practiced. At the end of this period ice and roller skating should be encouraged.

In apparatus work easy exercises of agility, mainly in the hang, and in hang-lying, should receive careful attention.

Second Group—For Pupils 9, 10, 11, 12 and 13 Years of Age

School Grades 4, 5 and 6

During the last years of this period girls arrive at puberty. The viewpoints regarding the selection of work remain as before, but much greater demands can be made upon skill, upon more difficult co-ordinations.

Games requiring closer co-operation begin to appeal to this group. The games of boys are characterized by a fighting, antagonistic spirit; games requiring increased skill, daring and courage appeal very much to this age-group.

The track and field work should consist of sprinting up to 100 yards, and endurance runs from 6 to 8 minutes. Broad and high jumping, also the triple standing jump, and the hop, step and jump should be practiced.

Swimming should be taught to pupils at the end of their fourth school year. Older pupils should be encouraged to practice the more advanced swimming strokes. Greater skill in skating should be encouraged. In fact every form of outdoor exercise like sledding, rowing, tramping, etc., should be welcomed as a legitimate means to cultivate hardiness and vigor.

In apparatus work exercises in the hang and in the support-

Digitized by Google

stand may be of medium difficulty, These exercises should be designed primarily for increasing skill, also for increasing the strength of the arms and of the abdominal muscles.

The essentials demanded in the gymnastic lesson are:

(a) Good posture.
(b) Free exercises of a medium degree of difficulty performed with energy and precision.
(c) Rhythmic steps of medium difficulty executed with good finish.
(d) Apparatus work of medium difficulty, track and field work, and games.

Third Group—For Pupils 12, 13, 14 and 15 Years of Age

School Grades 7 and 8

A characteristic of this age-period is an increased rapidity of the growth of the lungs and heart.

Games demanding much running should give to these vital organs the stimulus they need for increased activity. Team games of increasing complexity, but requiring no great endurance, are ideal forms of exercise at this period.

Track and field work should consist of sprinting up to 150 yards, and of endurance runs from 8 to 10 minutes. To the jumping of the former periods should be added low hurdling and pole vaulting. Boys and girls at the end of this period should readily swim one hour, and know the different swimming strokes. In skating, also, they should be adepts. Tramping from 5 to 10 miles is of great value and should be encouraged.

In apparatus work exercises in the hang should require more skill. Momentary support should alternate with mounts, dismounts and vaults. For girls, exercises designed to strengthen the muscles of the back and of the abdomen should predominate.

During the whole lesson, both in free exercises and in apparatus work, the demands upon the skill, agility and strength of the pupils should be increased. Boys especially should have exercises demanding resoluteness, daring and courage.

Up to a short time before puberty there need be no great difference between the exercises for both sexes. With the advent of this change, however, the many valuable exercises in the hang on the ladders, rings, giant strides, etc., offer to the girls the same opportunities for self-activity that the more violent forms of exercise on the bars, buck, etc., offer to boys.

Digitized by Google

In the physical training work the essentials are:

(a) Good posture.
(b) Vigorous trunk exercises.
(c) The correct co-ordinations demanded by the more advanced rhythmic steps.
(d) Apparatus exercises of a fair degree of skill, track and field work, and games.

Fourth Group—For Pupils from 15 to 20 Years

The High School Group

This age-group might be divided into two periods, A from 15 to 17 years, B from 17 to 20 years.

During the first period the boys arrive at puberty. Besides this great physiologic change, another characteristic of this period is the most rapid growth of lungs and heart for both sexes. During the years from 14 to 18 the heart practically doubles its size. Based upon the law that appropriate stimulation of an organ when it is growing most rapidly will produce the best results, heart and lungs at this period of a boy's or girl's life should receive much stimulation by means of suitable exercise. The best exercise to stimulate heart growth is running. Games, therefore, and activities that demand much running, but no severe strain, are most valuable forms of exercise.

The viewpoint determining the selection of gymnastic material for girls is the same as in the preceding period.

The games of both girls and boys now should demand the highest forms of skill, but not much endurance. Running games should give the body much encouragement for vigorous growth. In the selection of physical training material one thing always must be kept in mind; *i. e.*, the body must never be deprived of the material it needs for growth by a boy's participation in men's games, or in activities demanding great endurance. Marathon races of all kinds on land or water, as well as football or basketball games played according to rules designed for adults should not be permitted if the growing youth is expected to develop into vigorous manhood or womanhood.

Track and field work should consist of fast running up to 220 yards; cross-country runs (no speed) up to 30 minutes are permissible. Throwing and putting should be added to the field events of the preceding periods, while swimming, skating, sled-

Digitized by Google

ding, tramping, rowing and other natural forms of exercise should receive full recognition and unceasing encouragement.

In apparatus work, especially for boys, exercises in the support, and vaulting should now receive attention, while for both sexes the exercises of skill performed in the hang may be increased.

Suitable apparatus work is of special benefit to the high school girl in giving her a training for courage and determination and an impetus to develop initiative which modern life makes increasingly necessary for girls. As creators of "joy in achievement" the "stunts" possible on suitable apparatus are factors of no small importance in guiding a girl's life into proper channels.

During the whole physical training work in the high school period the tendency to select forms of exercise that develop initiative and individuality should predominate. That part of the lesson devoted to free exercises, therefore, should be short and be filled with vigorous physical work demanding not too much concentration.

The characteristics of a gymnastic lesson should be:

(a) A sustained effort to increase good posture.
(b) Vigorous trunk exercises, made more valuable and interesting by the frequent use of suitable hand apparatus.
(c) Rhythmic steps demanding (especially for girls) difficult co-ordinations.
(d) Apparatus work demanding skill, track and field work, and games.

During the second period of this age-group, 17 to 20 years, the young man is gradually nearing maturity. As a rule height has reached its maximum and breadth begins its development.

His games may now demand a medium amount of endurance. With boys the musculature now is becoming strong enough to allow the gradual introduction of strength exercises like wrestling, putting the shot, putting up of medium-weight dumbbells, and the countless forms of exercises upon apparatus.

If he has received the training outlined for the preceding years, fast running at all distances and cross-country running up to one hour are permissible. Rowing as a sport may be begun. Training for any one sport should, however, be discouraged. Girls at this age, and later, revel in the highest forms of æsthetic dancing.

Digitized by Google

With the completion of the twentieth year most men have arrived at maturity. For approximately the next twenty years man can undertake any kind of physical work without this interfering with his bodily development.

Women, organically healthy, may participate with profit in running short distances, in appropriate forms of throwing, in swimming and in other forms of competition requiring no violent effort.

It is doubtful if after puberty it is wise to encourage most women to take part in vigorous athletic competition. Participation in an athletic meet in each case must be decided upon the physical fitness of the participant at this time.

VII. Principles Underlying the Combining of Movements Into Free Exercises

The elementary movements, also the combinations, always must be adapted to the age and sex, as well as to the mental and physical ability of the pupils.

1. *Pertaining to the Selection of Simple (Elementary) Exercises.*

Only movements having "gymnastic value" should be selected.

The "gymnastic value" of a movement may lie in the fact that it possesses (a) hygienic value; (b) developmental value; (c) postural value; (d) natural co-ordinative value; or (e) a combination of these.

2. *Pertaining to Trunk Exercises.*

Trunk movements should be performed only in an established base. The legs should be fixed before the trunk movements begin. The exceptions to this rule are combinations like the balance-stands, the fall-out and lay-outs.

3. *Pertaining to Sequences.*

(a) Sequences should train and develop natural co-ordinations, or

(b) They should possess value as a means of increasing the effect of combined exercises either in hygienic, postural or developmental directions.

Digitized by Google

4. *Pertaining to Synchronous Movements.*

Combinations of movements should have not only a physical value, but also an æsthetic and rhythmic value.

(a) Movements performed simultaneously should have the same "time value;" they should possess "rhythmic similarity."

Where two exercises are performed in alternation they should have the same time value.

(b) Movements performed simultaneously should possess "harmony of action." This would mean that arm movements of combative origin (thrusting, striking, etc.); *i. e.*, exercises with a psychologic value should be combined primarily with the leg and trunk movements which naturally accompany these (as stepping and lunging), while arm movements of artificial origin (straightening, raising, carrying, etc.), should be used largely to increase the physiologic value, especially of slow trunk exercises.

5. *Pertaining to Increasing the Difficulty of Co-ordinations.*

The progression in difficulty of execution in free exercises is based upon either physical or mental means, or upon a combination of both.

(a) Physical means are:

(1) Narrowing the base of support.
(2) Raising the center of gravity.
(3) Combinations of the above.

(b) Mental means are:

(1) To move the different body-parts used in combinations or in sequences in the same direction; *e. g.*, forward and forward.
(2) To move them in opposite directions; *e. g.*, forward and backward.
(3) To move them in different directions; *e. g.*, forward and sideward.

Digitized by Google

HIGH SCHOOL METHODS OF ORGANIZATION AND MANAGEMENT

The tactics, running, rhythmic steps and the free exercises with or without hand apparatus should be performed as a rule as class work—that is, they should be executed by a class as a whole. This is likewise true of games. There seldom is need of departing from this plan and of dividing the class according to proficiency. With beginners in the seventh grade it often is advisable to conduct even the track and field events, and the apparatus work in a like manner.

As soon as possible it should be the aim of a teacher to divide each class into teams or squads of 8 to 10 pupils each. The method of forming these teams is as follows: we will suppose that a particular class has 40 pupils. The teacher decides that there shall be four teams of ten pupils each. These shall be known as team No. 1, No. 2, No. 3 and No. 4. In a class composed of boys and girls naturally there would be two boys' and two girls' teams.

The pupils thereupon choose four captains. These captains now choose the members of their teams as follows: the captain of Team 1 chooses a pupil, the captain of Team 2 then chooses a pupil, then successively each of the remaining captains does likewise. The second team member is now chosen in like manner, then the third, etc., until each boy (or girl) in the room belongs to a team.

NOTE—In schools where there are color "contests," teams Nos. 1 and 3 belong to one color and Nos. 2 and 4 to the other color.

As a rule hereafter these teams are the units for all physical education work, with the captains in charge of their teams. In "falling in" the teams are arranged according to team numbers. The advantage of this organization is that by means of it a teacher can conduct his physical education work either as class work or as team work, or he can have a combination of both. He further can have athletic contests during every lesson or during a part of a lesson, or at such times of the year as he sees fit. A further advantage is that he easily can get the better team members interested in helping the weaker members attain not only the age-standards, but something beyond these. Later this help can be extended to all school subjects. Finally he can use this organization in training his pupils to conduct their own activities under his supervision.

At the beginning of a new term a new election of captains and

Digitized by Google

of teams should take place. If, during a term, the members of a team are dissatisfied with their captain they may, with the consent of the teacher, choose another captain from among their own number.

The captain of each team should have a score card for each member of the team, upon which he keeps a record of this person's achievements in the different athletic events. At the end of the term these cards are given to the teacher.

Attention is here called to the fact that at this time of a youth's life it is profitable for teachers to encourage the formation of teams for the after-school practice in all forms of legitimate athletic activity.

Procedure for Giving Physical Education Credits

At the end of each term pupils should receive marks for their accomplishments. These marks are obtained as follows: the age-aims printed in the chart on page 41 are the passing marks for track and field work. They should be rated as 70 per cent. The best achievement in an event during the term is 100 per cent. (the highest achievements for each age and sex must be kept separately). Divide the difference between these two age-achievements by 30. This gives you the factor by means of which the mark reached by each pupil is determined. Let the captains of the teams do this, and check up their work. Performances in athletic events not in the chart can easily be rated in the same manner.

Give a similar mark, ranging from 1 to 100, for the playing of games, taking into account the spirit and the co-operation shown by the pupil.

For the free exercises, the wand, club exercises, the steps, and for posture, give another mark, ranging from 1 to 100, taking into account the results obtained and the effort made.

Add the three marks, divide by three and credit the pupil with the result.

Pupils receiving less than 70 per cent. are in Group D.

Pupils receiving from 70 up to 80 points are in Group C, and are known as *Novices.*

Those receiving from 80 up to 90 points are in Group B and are known as *Juniors.*

Those receiving 90 points and over are in Group A, and are known as *Athletes.* All who reach this mark are entitled to the school letter.

Digitized by Google

PART II

A. DEFINITIONS

B. THE INSTRUCTION MATERIAL FOR THREE YEARS' WORK

A. Definitions

Fall—In! This command is given to bring the individuals who are scattered about, into a definite formation at a place designated by the one in command. Individuals will form in double rank, the tallest at the right flank.

Break—Ranks! This command allows the individuals who are in a definite formation to leave this and to go where they please.

Atten—tion! This command, given to individuals grouped in a definite formation, causes these to assume the position of the soldier.

Position of the Soldier, or Attention:

Heels on the same line and as near each other as the conformation of the man permits.

Feet turned out equally and forming an angle of about 45 degrees.

Knees straight without stiffness.

Hips level and drawn back slightly; body erect and resting equally on hips; chest lifted and arched; shoulders square and falling equally.

Arms and hands hanging naturally, thumb along the seam of the trousers.

Head erect and squarely to the front, chin drawn in so that the axis of the head and neck is vertical; eyes straight to the front.

Weight of the body resting equally upon the heels and balls of the feet.

At—Ease! At this command the individuals keep one foot in place and assume an easy position. Silence is required, but not immobility.

Digitized by Google

Rest! At this command the individuals keep one foot in place, but are not required to preserve silence nor immobility.

Parade—Rest! Carry the right foot 6 inches straight to the rear, left knee slightly bent; clasp the hands, without constraint, in front of the center of the body, fingers joined, left hand uppermost, left thumb clasped by the thumb and forefinger of the right hand; preserve silence and steadiness of position.

Eyes—Right! At this command the head is turned to the right. eyes fixed on the line of eyes of the individuals in the same rank. This command is used principally when marching so as to help in the alignment. At the command "Front!" turn head and eyes to the front.

Right—Dress! At this command the individual places the palm of his left hand upon the hip, fingers pointing downward (whether dressing right or left) executes eyes right and taking small quick steps, places himself so that his right arm rests lightly against the arm of the individual at his right. His eyes and shoulders are in line with those of the individuals at his right. The one at the right end looks straight ahead. At the command "Front!" each man turns his head and eyes to the front, and drops his left hand to his side.

Right—Face! Raise slightly the left heel and right toe; face to the right, turning on the right heel, assisted by a slight pressure on the ball of the left foot; place the left foot by the side of the right. Left face is executed on the left heel in the corresponding manner.

Right (left) half-face is executed similarly, facing 45 degrees. "To face in marching" and advance, turn on the ball of either foot and step off with the other foot in the new line of direction; to face in marching without gaining ground in the new direction, turn on the ball of either foot and mark time.

About—Face! Carry the toe of the right foot about a half-foot length to the rear and slightly to the left of the left heel without changing the position of the left foot; face to the rear, turning to the right on the left heel and right toe; place the right heel by the side of the left.

Forward—March! At the command "forward," shift the weight of the body to the right leg, left knee straight.

Digitized by Google

At the command "march," move the left foot smartly straight forward 30 inches from the right, sole near the ground, and plant it without shock; next, in like manner, advance the right foot and plant it as above; continue the march. The arms swing naturally.

NOTE—Because the soldier is obliged to carry a heavy pack, the regular marching step is 120 per minute. In school tactics the common step is about 135 per minute.

Double time—March! If at a halt, at the first command shift the weight of the body to the right leg. At the command "march," raise the fore-arms, fingers closed, to a horizontal position along the waist line; take up an easy run with the step and cadence of double time, allowing a natural swinging motion to the arms.

If marching in quick time, at the command "march," given as either foot strikes the ground, take one step in quick time, and then step off in double time.

Mark time—March! At the command "march," given as either foot strikes the ground, advance and plant the other foot; bring up the foot in rear and continue the cadence by alternately raising each foot about two inches and planting it on line with the other.

Being at a halt, at the command "march," raise and plant the feet as described above.

Half step—March! Take steps of 15 inches in quick time, 18 inches in double time.

Right step—March! Carry and plant the right foot 15 inches to the right; bring the left foot beside it and continue the movement in the cadence of quick time.

The side step is used for short distances only and is not executed in double time.

Back step—March! Take steps of 15 inches straight to the rear.

The back step is used for short distances only and is not executed in double time.

Squad—Halt! At the command "halt," given as either foot strikes the ground, plant the other foot as in marching; raise and place the first foot by the side of the other. If in double time, drop the hands by the sides.

Digitized by Google

By the right flank—March! At the command "march," given as the right foot strikes the ground, advance and plant the left foot, then face to the right in marching and step off in the new direction with the right foot. Marching by the left flank is executed in a similar manner.

To the rear—March! At the command "march" given as the right foot strikes the ground, advance and plant the left foot; turn to the right about on the balls of both feet and immediately step off with the left foot. (In school tactics this movement is also performed left about).

Change step—March! At the command "march," given as the right foot strikes the ground, advance and plant the left foot; plant the toe of the right foot near the heel of the left and step off with the left foot. (In military tactics this movement is performed only once).

Hand—Salute! Raise the right hand smartly till the tip of the forefinger touches the lower part of the head-dress above the right eye, thumb and fingers extended and joined, palm to the left, forearm inclined at about 45 degrees, hand and wrist straight; at the same time look toward the person saluted. (Two) Drop the arm smartly by the side.

Close Order! This is a formation in which the individuals formed in a "front rank" stand with elbows nearly touching. In a "flank" formation they have facing distance.

Open Order! This is a formation in which the individuals have more distance than is needed for facing.

Front Rank! This is a formation in which two or more individuals are placed side by side in close order.

Flank Rank! This is a formation in which two or more individuals stand one behind the other in close order.

Front Line! This is a formation in which two or more "front ranks" are placed side by side.

Flank Line! This is a formation in which two or more "flank ranks" stand behind each other.

Front Column! This is a formation in which two or more "front ranks" are formed behind each other.

Digitized by Google

B. The Instruction Material

I. Tactics

School of the Individual

FIRST YEAR

1. Fall In (double rank).
2. Attention (position of the soldier).
3. Parade Rest (also Rest, and At East).
4. Right Dress, Front (also Left Dress).
5. Right Face, Left Face, About Face, Right half Face, Left half Face.
6. Hand Salute.
7. Steps and Marching.
   (a) Forward, March (quick time, cadence 120 steps per minute, length of step 30 inches).
   (b) Double time, March (a run, cadence 180 steps per minute, length of step 36 inches).
   (c) Mark time, March (with slightly raising knees).
   (d) Half step, March (half the length of the ordinary step in quick or in double time).
   (e) Right step, March. Left step, March (a side step).
   (f) Back step, March.
8. While marching.
   (a) By the right flank, March. By the left flank, March (a right or left face).
   (b) To the rear, March (always right about).
   (c) Change step, March.

Additional School Tactics

9. Form in single rank.
10. Count off from right to left by twos (threes, fours, etc.)
11. Quarter-wheel left. Quarter-wheel right. Half-wheel left. Half-wheel right.

SECOND YEAR

During the first term review the tactics of the preceding year. Improve the execution.

School of the Squad and Company

(A squad consists of 8 pupils formed in double rank)

1. Form squads, count off by fours.
2. Right oblique, March. Left oblique, March.

Digitized by Google

3. To turn on a fixed pivot: Squads right, March. Squads left, March.

4. Formed in a front column: Forward, March. Guide right.

5. To turn on a moving pivot: Left turn, March. Right turn, March.

Additional School Tactics

6. In front ranks: Form to the rear. Form to the front. Form to the right. Form to the left.

THIRD YEAR

During the first term review the tactics of the preceding year. Improve the execution.

School of the Squad (Continued)

(Formed in a Front Column)

1. Take interval, to the right, March. Take interval, to the left, March (opening the ranks sideward).

2. Assemble, to the right, March (closing the ranks sideward).

3. Take distance, March (opening the ranks forward in eschelon).

4. Assemble, March (closing the ranks forward).

Additional School Tactics

5. In flank ranks: Form to the right. Form to the left. Form in front, passing by the right (left) side.

II. Free Exercises

(Wand Exercises and Dumbbell Exercises)

FIRST YEAR

1. During the first term review the co-ordinations of the preceding grade.

2. Dumbbell exercises.

Second Term

1. Four-movement sequences of one body-part.

2. A two-movement exercise of a different body-part.

3. Combination of 1 and 2.

4. Wand exercises—The above co-ordinations should also be performed as wand exercises.

Digitized by Google

SECOND YEAR

During the first term review the co-ordinations of the preceding grade. Free exercises and wand exercises.

Second Term

1. Four-movement sequences of one body-part.
2. A two-movement exercise of a second and third body-part.
3. Combinations of 1 and 2.
4. Club swinging.

THIRD YEAR

1. Review the co-ordinations of the preceding grade.
2. Place great weight upon the most vigorous execution of wand and dumbbell exercises.
3. Club swinging.

CLUB EXERCISES

SECOND YEAR

Second Term

1. Arm circles left, right, alternately, and with both arms forward, backward, outward and inward.
2. Hand circles forward, backward, also outward and inward behind the shoulders.
3. Half circles (pendulum swings) inward and outward; forward and backward.
4. Arm and hand circles left, right, alternately, and with both arms forward and backward.
5. Combine lunging and vigorous trunk bending with appropriate circles.
6. Groups of the most vigorous of above exercises arranged for music.

THIRD YEAR

Second Term

1. Half circles fore-upward and return, side-upward and return.
2. Arm and hand circles left, right, alternately, and with both arms, outward and inward.
3. Double arm circles left, right and alternately.
4. Combine lunging, vigorous trunk bending, and marching a certain number of steps with appropriate circles.
5. Groups of the above exercises arranged for music.

Digitized by Google

III. Rhythmic Steps

A. Marching Steps *B. Dancing Steps*

FIRST YEAR

During the first term review the steps of the preceding grades.

Second Term

A. Marching Steps

1. Marching in common time; *i. e.,* 135 steps per minute; in fast time; *i. e.,* 150 to 160 steps per minute (arms swing naturally).

Note—In military marching the cadence of the ordinary march, termed "quick time," is 120 steps per minute. This slow cadence is necessary, because of the weight of a soldier's equipment.

2. Leg movements while marching and running: On toes, raising the knees, raising the straight legs.

3. Marching with two- and four-movement arm exercises, a movement on the first of each four steps.

B. Dancing Steps

a. Polka Rhythm. Glide; cut; cut-hop; polka-hop; swing-hop.

b. Mazurka Rhythm. Mazurka-hop; double balance-hop; three-step; swing-hop.

c. Schottische Rhythm. Schottische-step; cut; cut-hop.

d. Waltz Rhythm. Balance-step; swing-hop.

Note—In the dancing steps the four principal rhythms grouped in the assignments respectively under (a) (b) (c) and (d) may be found by employing marching or running steps to get the correct measure of time. For instance, the "polka rhythm," always marked (a), equals a slow marching step; the "mazurka rhythm," marked (b), equals three steps with an emphasis upon the first; the "schottische rhythm," marked (c), equals four running steps with a slight emphasis upon the first, and the "waltz rhythm," marked (d), equals three fast steps with an emphasis upon the first.

Appropriate trunk and arm movements should be added as soon as the characteristics of each rhythm have been learned.

SECOND YEAR

During the first term review the steps of the preceding grade. Work for a more finished execution.

Digitized by Google

Second Term

A. Marching Steps

1. Marching in common time; *i. e.,* 135 steps per minute; in fast time; *i. e.,* 150 to 160 steps per minute (arms swing naturally).

2. Leg movements while marching and running: On toes, raising the knees, raising the straight legs.

3. Marching with two- and four-movement arm exercises, four steps to each movement.

B. Dancing Steps

a. Polka Rhythm. Polka-hop with prefixed leg movements, cut, cut-hop.

b. Mazurka Rhythm. Mazurka-hop; balance-hop; cut.

c. Schottische Rhythm. Schottische-step; cut; cut-hop; three-step-turn.

d. Waltz Rhythm. Balance-step and swing-hop in alternation.

Appropriate trunk and arm movements to be added as soon as the characteristics of each rhythm have been learned. Alternations of A and B.

THIRD YEAR

During the first term review the steps of the preceding grade. Work for a more finished execution.

Second Term

A. Marching Steps

1. Marching in common time; *i. e.,* 135 steps per minute; in fast time; *i. e.,* 150 to 160 steps per minute (arms swinging naturally).

2. Leg movements while marching and running: On toes, raising and swinging the knees, raising and swinging the straight legs.

3. Marching with two- and four-movement arm exercises, a movement on the first of four (two) steps.

B. Dancing Steps

Review the gymnastic dancing steps of the preceding grades; *i. e.,*

Digitized by Google

a. Polka Rhythm. Glide; skip-step; swing-hop; balance-hop; polka-hop; cut backward, forward, sideward; cut-hop.

b. Mazurka Rhythm. Repeat suitable steps enumerated under (a) and adapt them to the mazurka rhythm. Three-step, mazurka-hop.

c. Schottische Rhythm. Repeat suitable steps enumerated under (a) and adapt them to the schottische rhythm. Three-step-swing-hop.

d. Waltz Rhythm. Balance-step; step and curtsy; swing-hop.

e. Alternations of (a) and (b).

C. Appropriate Character and Folk Dances

D. Æsthetic Dancing (for Girls)

The fundamental arm and leg exercises should be taught.

IV. Games, Track and Field Events

A. Games

1. *Gymnastic Games.* Poison, Catch the Robber, Three Deep, Day or Night, Kickball, various forms of Passball, Medicineball, Hurlball.

2. *Team Games of Low Organization.* Prisoner's Base, Rabbits, Dodgeball, Chaseball, Battleball. Also potato races as team games; running and hopping races.

3. *Team Games of High Organization.* Captainball, Volleyball, Baseball, Soccerball, Basketball.

B. Track and Field Events

1. Fast running—sprinting—up to 150 yards.
2. Endurance running from 6 to 9 minutes.
3. Jumping. Standing and running broad jump; running high jump; hop, step and jump; and triple standing broad jump.
4. To swimming and skating of the former grades, pupils should be encouraged to add tramping.

FIRST YEAR

A. Games

1. *Gymnastic Games.* Poison, Catch the Robber, Three Deep, Day or Night, Kickball, Passball (over head, also in a circle), Medicineball for height or for distance, Hurlball for distance. Practice Hurlball first without and later with turns.

Digitized by Google

2. *Team Games of Low Organization.* Prisoner's Base, Rabbits, Dodgeball, Chaseball, Battleball. Potato races as team games; running and hopping races.

3. *Team Games of High Organization.* Captainball, Volleyball, Baseball, Soccerball, Basketball.

B. Track and Field Events

1. Fast running—sprinting—up to 150 yards.

2. Endurance running from 6 to 9 minutes. (Pupils suffering from short breath or pain in the side, step out of line without further comment. After breathing is normal they again step into line.)

3. Jumping. Standing and running broad jump; running high jump; hop, step and jump; triple standing broad jump.

4. To swimming and skating of the former grades, pupils should be encouraged to add tramping.

SECOND YEAR

A. Games

1. *Gymnastic Games.* Poison, Catch the Robber, Three Deep, Day or Night, Kickball, Passball (over head, also in a circle); Medicineball for height or for distance, Hurlball.

2. *Team Games of Low Organization.* Prisoner's Base, Rabbits, Dodgeball, Chaseball, Battleball. Also potato races as team games; running and hopping races.

3. *Team Games of High Organization.* Captainball, Volleyball, Baseball, Soccerball, Basketball.

B. Track and Field Events

1. Fast running—sprinting—up to 150 yards.

2. Endurance running from 6 to 9 minutes. (Pupils suffering from short breath or pain in the side, step out of line without further comment. After breathing is normal they again step into line.)

3. Jumping. Standing and running broad jump; running high jump; hop, step and jump; triple standing broad jump.

4. To swimming and skating of the former grades, pupils should be encouraged to add tramping.

THIRD YEAR

A. Games

1. Review the vigorous games of the lower grades, especially

Digitized by Google

the team games like Dodgeball, Captainball, Battleball and Volleyball, Baseball and Basketball.

B. Track and Field Events

1. Standing and running high and broad jump; hop, step and jump; triple standing broad jump.
2. Short races, relay races, 50, 75 and 100 yards.
3. Fundamentals of shot-put (8 lbs.), hurlball (4 lbs.).
4. Endurance runs, 6 to 9 minutes.

C. Miscellaneous Activities

1. Swimming. Swimming is an essential physical training activity. High school pupils should be able to swim from one-half to one hour, and to show the breast, side and back strokes. They should also know the simple forms of diving.
2. Walking. Tramping trips into the country should be encouraged during all seasons.
3. Skating. Boys and girls should be able to skate forward and backward, also to perform some of the simple forms of fancy skating.
4. Sledding. Sledding and coasting should be encouraged whenever the weather is favorable.
5. Camping, Boating. In fact all sane forms of outdoor life should always be furthered by forming and directing organizations among the pupils devoted to such activities.

V. Apparatus Work

Ropes, Stallbars, Balance Beams, Horizontal Ladders

FIRST YEAR

Climbing Ropes

1. Climb.
2. Between two ropes: Pendulum swing with straight and with bent arms.
3. Raise the knees.
4. Pendulum swing; raise the knees.

Stallbars

1. Side-stand frontways: Stand on the bars; feet remain in position, hand walking downward, bending at the hips; return.

Digitized by Google

2. Side-hang rearways. Hands grasping bar overhead.
   (a) Bend the arms (chinning).
   (b) Raise the knees.
   (c) As (b); then straighten legs forward and return.
   (d) As (b); then straighten legs forward and lower.
   (e) Raise legs forward; then bend knees and lower.
   (f) Raise legs forward, then lower.

Balance Beam

Exercises on the beam. For the advanced squads the beam gradually should be raised to make the exercises more difficult.

1. Cross-stand at the side of the beam. Step on the beam.
   (a) Walk forward with ordinary steps; later with knee raising.
   (b) Walk backward; walk sideward left; sideward right.
   (c) Bend the knee of the stationary leg while the other leg swings down at the side of the beam, then forward and backward; continue six to eight times.
   (d) As (c) while walking forward.
   (e) Assume various arm positions while marching forward or backward.
   (f) Half-turns (left or right about), first in standing in the cross-stride position, later while walking forward.

For stronger pupils: From the side-stand frontways jump to a support, then place one foot on the beam (knee between the arms) and rise to standing; also the reverse of the foregoing; *i. e.*, dismounting.

Balance Beam, for Advanced Pupils

(Mounting and Vaulting)

1. Side-stand frontways. Mounts.
   (a) Mount to a riding seat, hands in front. Dismount to either side, first without turns, later with quarter and half turns inward, then outward.
   (b) Mount to a cross-seat (on one side of the beam), hands in rear. Dismount to the near side, later dismount over the beam to the off-side. Later dismount with quarter and half-turns inward, then outward.

Digitized by Google

Horizontal Ladder

1. On the low horizontal ladder most of the mounts and vaults enumerated under the balance beam may be performed.
2. Arm and leg exercises in the support stand and in hang lying.
3. On the high ladder: Bend the arms, chinning, travel on the beams sideward or forward without and with swinging, raise the knees, inverted squat hang.

SECOND YEAR

Climbing Ropes

1. Climb, come down on next rope.
2. Between two ropes: Bent-arm hang, then short swing.
3. Half turn over with bent knees.
4. Pendulum swing, jump forward for distance.

Stallbars

1. Review the exercises of the first year.
2. Exercises in the side stand rearways on the bars.

Balance Beam

1. Review the exercises of the first year.
2. Side-stand frontways. Vaults.
   (a) Front vault left; right.
   (b) Flank vault left; right.
   (c) Rear vault left; right.
   (d) As (a), (b), (c), with quarter turns inward, then outward; later with half turns inward and outward.
   (e) Mount to a seat, then dismount, following immediately by a vault.
   (f) Vaults as explained under (a), (b), (c) and (d), followed immediately by like or unlike vaults; *e. g.*, a front vault with a quarter turn inward followed by a front vault, or a rear vault with a quarter turn inward followed by a rear vault, etc.

Horizontal Ladder

1. On the low ladder perform the easier mounts and vaults spoken of under balance beam.

Digitized by Google

2. Arm and leg exercises in the support-stand, also in hang lying.

3. On the high ladder: chinning, travel forward on the rounds (skipping one or more), hand jumping forward, raise the legs forward, inverted squat hang.

THIRD YEAR

Climbing Ropes

1. Climb, come down hand over hand.
2. Bent arm hang and pendulum swing.
3. Turn over backward with bent knees.
4. Pendulum swing, jump forward for height.

Stallbars

Review the exercises of the preceding year.

1. Increase the number of times the knees or the straight legs are to be raised.
2. Leg exercises in the arch stand.
3. Exercises on the benches.

Balance Beam

Walk forward; walk with leg and arm movements. Arm and leg exercises in the support-stand, also in the hang lying. Easy mounts, dismounts and vaults. Combinations of mounts and vaults, also of vaults and vaults.

Horizontal Ladder

1. On the low ladder perform the easier mounts and vaults mentioned under balance beam.
2. Leg and trunk exercises lying rearways or frontways on the low ladder.
3. On the high ladder: Chinning, travel backward on beams or rounds, travel with turning, hand jumping backward, leg exercises in the bent-arm hang.

Digitized by Google

Gymnasium Roster

FIRST TERM—ASSIGNMENTS 1, 2, 3

Assignment 1

	Seventh Grade	Eighth Grade	Ninth Grade
Tactics.	Fall in. Dress. Quarter-face. Count off. Squads right.	Fall in. Dress. Count off. Squads left and right. Change step.	Fall in. Dress. Count off. While marking time, squads left; also right.
Free Exercises.	Free exercises.	Free exercises.	Free exercises.
Marching Steps.	Alternate running and marching.	Alternation of common and quick step.	Alternation of common and quick step. Arm exercises while marching.
Dancing Steps.	Cut, cut-hop forward, glide, mazurka.	Cut, cut-hop sideward, glide, alternations, mazurka.	Cut-hop sideward, leaping steps, alternations, mazurka.
Games.	Battleball.	Battleball.	Battleball.
Track and Field.	Standing Broad Jump. Triple Standing Broad Jump.	Standing Broad Jump. Triple Standing Broad Jump.	Standing Broad Jump. Triple Standing Broad Jump.
Apparatus.	Stallbars.	Stallbars.	Stallbars.

Assignment 2

Tactics.	Squads left. Mark time.	Squads left about, also right about. Facing.	Squads left about, also right about. About face, left about face.
Free Exercises.	Free exercises.	Free exercises.	Free exercises.
Marching Steps.	Alternate running and marching.	Arm exercises while marching.	Arm exercises while marching. Alternation of common and knee-raising step.
Dancing Steps.	Polka, double balance-hop, alternations.	Glide-polka, cut-hop, alternations, double balance-hop.	Glide - polka, cut - hop, double balance-hop, mazurka, alternations.
Games.	Three Deep. Riderball. Jumping Circle. Rabbits.	Three Deep. Riderball. Jumping Circle. Rabbits.	Three Deep. Riderball. Jumping Circle. Rabbits.
Track and Field.	Running Broad Jump.	Running Broad Jump.	Running Broad Jump.
Apparatus.	High Horizontal Ladder.	High Horizontal Ladder.	High Horizontal Ladder.

Assignment 3

Tactics.	Squads left about, also right about. About face.	Marching by the flank. Backstep.	Marking time and marching forward or backward.
Free Exercises.	Free exercises.	Free exercises.	Dumbbell exercises.
Marching Steps.	Common step with arm exercises.	Arm exercises while marching.	Arm exercises while marching.
Dancing Steps.	Polka, cut-hop, swing-hop. Double balance-hop, three-step, mazurka, alternations.	Glide-polka, double balance-hop, three - step, mazurka, alternations.	Glide-polka, double balance-hop, three - step, mazurka, alternations.
Games.	Dodgeball in Circle. Double Dodgeball.	Double Dodgeball.	Progressive Dodgeball.
Track and Field.	Running Hop, Step and Jump.	Running Hop, Step and Jump.	Running Hop, Step and Jump.
Apparatus.	Balance Beam. Climbing Ropes.	Balance Beam. Climbing Ropes.	Balance Beam. Climbing Ropes.

Digitized by Google

Gymnasium Roster

FIRST TERM—ASSIGNMENTS 4, 5, 6

Assignment 4

	Seventh Grade	Eighth Grade	Ninth Grade
Tactics.	Left half-face, right half. Half-step.	Half-face. To the rear. Forming left, also right.	March to the rear. Forming.
Free Exercises.	Dumbbell exercises.	Wand exercises.	Dumbbell exercises.
Marching Steps.	Alternation of common step with leg exercises.	Alternate marching and leg exercises.	Alternate marching and leg exercises.
Dancing Steps.	Schottische, three-step turn, balance-step, alternations.	Schottische, swing-hop, alternations, balance-step.	Schottische, swing-hop, double balance-hop, alternations.
Games.	Day or Night. Goal Throw. Prisoners' Base.	Prisoners' Base. Goal Throw.	Prisoners' Base. Goal Throw.
Track and Field.	Running High Jump.	Running High Jump.	Running High Jump.
Apparatus.	Low Horizontal Ladder.	Low Horizontal Ladder.	Low Horizontal Ladder.

Assignment 5

Tactics.	Marching by the flank. Back-step.	Marching by the flank. To the rear. Forming.	Mark time, face and march forward.
Free Exercises.	Dumbbell exercises.	Wand exercises.	Wand exercises.
Marching Steps.	Common step with arm exercises.	Arm exercises while marching.	Arm exercises while marching, alternations.
Dancing Steps.	Schottische, swing-hop, triple balance-hop, balance step, curtsy, alternations.	Glide-polka, schottische, triple balance-hop, cross balance, alternations.	Glide-polka, schottische, triple balance-hop, cross balance, alternations.
Games.	Captain Ball.	Volleyball. Basketball.	Volleyball. Basketball.
Track and Field.	Short Sprints.	Short Sprints.	Short Sprints.
Apparatus.	Stallbars. High Horizontal Ladder.	Stallbars. High Horizontal Ladder.	Stallbars. High Horizontal Ladder.

Assignment 6

Tactics.	Review.	Marching and facing.	Facing and marching.
Free Exercises.	Dumbbell exercises.	Wand exercises.	Wand exercises.
Marching Steps.	Alternation of marching in common and quick time.	Alternation of common and quick step, also running.	Alternation of marching in common and quick-step.
Dancing Steps.	Polka, cut-hop, swing-hop alternations. Triple balance-hop turn.	Glide-polka, cut-hop, swing-hop in a square. Balance-step, curtsy.	Glide-polka, cut-hop, schottische, triple balance-hop, cross balance-step, alternations.
Games.	Poison. Indoor Baseball.	Indoor Baseball. Pinball. Basketball.	Indoor Baseball. Pinball. Basketball.
Track and Field.	Basketball Far Throw.	Basketball Far Throw.	Basketball Far Throw.
Apparatus.	Balance Beam. Low Horizontal Ladder.	Balance Beam. Low Horizontal Ladder.	Balance Beam. Low Horizontal Ladder.

Digitized by Google

Gymnasium Roster

SECOND TERM—ASSIGNMENTS 7, 8, 9

Assignment 7

	Seventh Grade	Eighth Grade	Ninth Grade
Tactics.	Fall in. Dress, count off. Squads left. Change step.	Fall in. Dress. Count off. While marking time, squads left.	Fall in. Dress. Count off. While marching forward, squads left.
Free Exercises.	Wand exercises.	Club swinging.	Club swinging.
Marching Steps.	Alternation of running and marching.	Alternation of common and quick step.	Alternation of common and quick step. Arm exercises while marching.
Dancing Steps.	Cut, cut-hop, glides, alternated with marching. Mazurka.	Cut sideward, cut-hop, swing-hop, mazurka, alternations.	Cut-hop, leaping-step, mazurka, three-step, alternations.
Games.	Passball Relay with Encircling.	Passball Variations. Basketball.	Passball Variations. Basketball.
Track and Field.	Triple Standing Broad Jump.	Triple Standing Broad Jump.	Triple Standing Broad Jump.
Apparatus.	Stallbars.	Stallbars.	Stallbars.

Assignment 8

Tactics.	Squads left about, also right about. About face; also left about.	While marking time, squads left; also right. About face.	While marching forward, squads left about. To the rear.
Free Exercises.	Wand exercises.	Club swinging.	Club swinging.
Marching Steps.	Marching with arm exercises. Alternation of common and knee-raising steps.	Alternation of common and leg-raising steps. Arm exercises while marching.	Alternation of common and leg-raising steps. Arm exercises while marching.
Dancing Steps.	Polka, glides, double balance-hop. Mazurka in alternation.	Glide - polka, cut - hop, double balance-hop, mazurka, alternations.	Glide - polka, cut - hop, double balance-hop, mazurka, alternations.
Games.	Three Deep. Riderball. Jumping Circle. Rabbits.	Three Deep. Riderball. Jumping Circle. Rabbits.	Three Deep. Riderball. Jumping Circle. Rabbits. Basketball.
Track and Field.	Running Broad Jump.	Running Broad Jump.	Running Broad Jump.
Apparatus.	High Horizontal Ladder.	High Horizontal Ladder.	High Horizontal Ladder.

Assignment 9

Tactics.	Marching by the flank. Backstep.	Alternation of marching and facing.	While marching forward, face and a definite number of steps forward.
Free Exercises.	Wand exercises.	Club swinging.	Club swinging.
Marching Steps.	Marching with arm exercises.	Arm exercises while marching.	Arm exercises while marching.
Dancing Steps.	Polka-hop, cut-hop, alternations. Double balance - hop, three - step, mazurka.	Glide - polka, swing - hop, double balance-hop, mazurka, alternations.	Glide-polka, double balance - hop, mazurka, jumping, alternations.
Games.	Dodgeball in Circle. Double Dodgeball.	Captain Dodgeball.	Progressive Dodgeball. Basketball.
Track and Field.	Running Hop, Step and Jump.	Running Hop, Step and Jump.	Running Hop, Step and Jump.
Apparatus.	Balance Beam. Climbing Ropes.	Balance Beam. Climbing Ropes.	Balance Beam. Climbing Ropes.

Digitized by Google

Gymnasium Roster

SECOND TERM—ASSIGNMENTS 10, 11, 12

Assignment 10

	Seventh Grade	Eighth Grade	Ninth Grade
Tactics.	Left half, right half-face. To the rear. Forming left and right.	While marking time, to the rear march. Forming.	School tactics: quarter-wheel, forming, facing.
Free Exercises.	Wand exercises.	Club swinging.	Club swinging.
Marching Steps.	Alternations of marching and running.	Alternation of common step with leg exercises.	Alternation of common step with leg exercises. Arm exercises.
Dancing Steps.	Schottische, swing-hop, balance-step, alternations.	Schottische, balance-step, alternations.	Schottische, swing-hop, balance step, double balance-hop, alternations.
Games.	Endball. Indoor Baseball.	Endball. Indoor Baseball.	Endball. Indoor Baseball.
Track and Field.	Running High Jump.	Running High Jump.	Running High Jump.
Apparatus.	Low Horizontal Ladder.	Low Horizontal Ladder.	Low Horizontal Ladder.

Assignment 11

Tactics.	Facing while marching.	Marking time, facing and marching forward.	School tactics: half-wheel, facing.
Free Exercises.	Wand exercises.	Club swinging.	Club swinging.
Marching Steps.	Arm exercises while marching.	Arm exercises while marching.	Arm exercises while marching. Alternation of marching and leg exercises.
Dancing Steps.	Schottische, swing-hop, triple balance hop, alternated with running.	Glide-polka, schottische, triple balance-hop-turn, cross balance-step, alternations.	Glide-polka, schottische, swing-hop, balance-hop, alternations.
Games.	Volleyball. Indoor Baseball.	Volleyball. Indoor Baseball.	Volleyball. Indoor Baseball.
Track and Field.	Short Sprints.	Short Sprints.	Short Sprints.
Apparatus.	Stallbars. High Horizontal Ladder.	Stallbars. High Horizontal Ladder.	Stallbars. High Horizontal Ladder.

Assignment 12

Tactics.	Facing and marching.	Facing and marching.	School tactics: marching and wheeling.
Free Exercises.	Wand exercises.	Club swinging.	Club swinging.
Marching Steps.	Alternation of marching and leg exercises.	Alternation of common and quick step, running.	Alternation of common and quick-step. Leg exercises.
Dancing Steps.	Polka, cut-hop, triple balance-hop-turn, balance-step, alternations.	Glide-polka, cut-hop, schottische in a square, cross balance-step, curtsy.	Glide-polka, cut-hop, schottische, triple balance-hop, balance step, alternations.
Games.	Indoor Baseball. Foot Baseball. Pinball.	Indoor Baseball. Foot Baseball. Pinball.	Indoor Baseball. Foot Baseball. Pinball.
Track and Field.	Basketball Far Throw.	Basketball Far Throw.	Basketball Far Throw.
Apparatus.	Balance Beam. Low Horizontal Ladder.	Balance Beam. Low Horizontal Ladder.	Balance Beam. Low Horizontal Ladder.

Digitized by Google

Chart Showing Aims in Track and Field Events by Ages and Sex

First Line, Average Performances; Second Line, Good Performances

Years	8	9	10	11	12	13	14	15	16	17	18
RUNNING 50 YARDS (In Seconds and Tenths)											
Girls	9.4	9.2	8.8	8.6	8.4	8.4	8.4	8.2	....	....	....
	9.0	8.8	8.4	8.2	8.0	8.0	7.8	7.6	....	....	....
Boys	9.0	8.8	8.4	8.2	8.0	7.8	7.6	7.4	....	....	....
	8.8	8.6	8.2	8.0	7.6	7.6	7.2	7.0	....	....	....
RUNNING 60 YARDS (In Seconds and Tenths)											
Girls	12.6	12.4	11.6	11.0	10.8	10.8	10.8	11.0	....	....	....
	10.0	9.8	9.2	9.0	8.6	8.2	8.6	9.4	....	....	....
Boys	11.8	11.4	10.8	10.4	10.0	9.8	9.4	9.0	....	....	....
	9.4	9.2	9.0	8.8	8.2	8.0	7.6	7.6	....	....	....
RUNNING 75 YARDS (In Seconds and Tenths)											
Girls	15.4	14.6	14.2	13.8	13.6	13.4	14.0	14.4	....	....	....
	12.4	11.0	10.4	10.2	10.2	10.4	11.0	11.8	....	....	....
Boys	14.1	13.6	13.2	12.6	12.2	11.8	11.4	11.0	....	....	....
	11.6	10.8	9.8	9.8	9.6	8.8	8.4	8.0	....	....	....
RUNNING 100 YARDS (In Seconds and Tenths)											
Girls	19.2	18.6	17.2	16.8	16.6	16.4	16.2	16.2	....	....	....
	18.0	16.8	15.8	15.6	15.6	15.4	15.4	15.2	....	....	....
Boys	19.2	18.6	17.2	16.2	15.4	15.0	14.2	13.4	....	....	....
	18.0	16.8	15.8	15.2	15.0	14.4	13.6	13.0	....	....	....
STANDING BROAD JUMP (In Feet and Inches)											
Girls	3.0	3.1	3.3	3.6	3.8	3.10	4.0	4.1	....	....	....
	4.4	4.6	4.9	5.0	5.3	5.6	6.0	6.0	....	....	....
Boys	3.4	3.8	4.0	4.3	4.6	4.9	5.2	5.5	....	....	....
	4.4	4.10	5.4	5.10	6.3	6.6	6.10	7.4	....	....	....
RUNNING BROAD JUMP (In Feet and Inches)											
Girls	5.5	5.6	5.10	6.6	7.2	8.0	9.0	9.0	....	....	....
	6.0	6.2	6.8	7.8	8.4	9.0	10.8	11.8	....	....	....
Boys	6.0	6.6	7.0	8.3	9.6	11.4	12.6	13.5	....	....	....
	6.9	7.0	7.6	9.1	10.8	12.2	13.5	14.7	....	....	....
TRIPLE STANDING BROAD JUMP (In Feet and Inches)											
Girls	10.4	10.6	10.10	12.1	12.5	12.9	13.0	13.10	....	....	....
	12.0	12.6	14.2	14.8	15.8	17.0	17.0	17.7	....	....	....
Boys	12.0	12.3	13.0	14.0	14.6	15.1	16.4	18.1	....	....	....
	14.3	14.8	15.9	16.9	18.7	19.0	20.7	22.4	....	....	....
RUNNING HOP, STEP AND JUMP (In Feet and Inches)											
Girls (10-foot start)	9.2	11.6	13.8	14.6	15.5	15.6	16.4	16.6	....	....	....
	11.0	13.9	17.0	18.8	21.4	21.0	21.2	20.0	....	....	....
Boys (unlimited run)	10.0	13.0	16.4	18.0	18.8	19.9	21.7	23.0	....	....	....
	12.6	15.5	20.5	23.0	24.5	26.0	29.0	29.5	....	....	....
RUNNING HIGH JUMP (In Feet and Inches)											
Girls	2.2	2.5	2.8	2.9	2.10	3.2	2.11	2.9	....	....	....
	2.6	2.8	2.10	3.0	3.2	3.3	3.1	3.1	....	....	....
Boys	2.2	2.5	2.8	2.11	3.1	3.4	3.6	3.9	....	....	....
	2.8	2.10	3.2	3.4	3.6	3.9	4.2	4.5	....	....	....
BASKETBALL OVERHEAD FAR THROW (In Feet and Inches)											
Girls	12.2	13.8	15.5	17.7	19.4	21.3	22.2	23.4	....	....	....
	17.0	20.0	25.0	28.0	31.0	35.0	35.0	36.0	....	....	....
Boys	14.4	16.2	18.2	20.3	23.3	24.1	26.7	29.1	....	....	....
	19.0	22.0	26.0	30.0	35.6	37.0	37.6	39.0	....	....	....
BASKETBALL ROUND ARM FAR THROW (In Feet and Inches)											
Girls (one step permitted)	13.4	15.1	17.0	19.3	22.2	25.4	27.8	30.0	....	....	....
	25.0	31.0	36.0	38.0	42.0	53.0	55.0	57.0	....	....	....
Boys (one step permitted)	18.5	22.3	25.6	28.7	32.9	36.9	41.5	46.8	....	....	....
	36.0	44.0	47.0	53.0	60.0	70.0	73.0	73.0	....	....	....
INDOOR BASEBALL FAR THROW (In Feet and Inches)											
Girls (unlimited run)	23.0	25.9	30.6	35.0	43.0	48.9	53.0	53.5	....	....	....
	45.0	56.0	60.0	68.0	80.0	87.0	106.0	102.0	....	....	....
Boys (unlimited run)	37.7	47.4	57.2	67.0	77.2	88.0	102.1	108.1	....	....	....
	71.0	86.0	104.0	113.0	120.0	141.0	151.0	187.0	....	....	....

Digitized by Google

GYMNASTIC POSITIONS

Figure 1

(a) Lower arms downward.
(b) Bend trunk fore-downward.
In a fore-downward bending the spine is bent.

Figure 2

(a) Place hands on hips.
(b) Lower trunk forward.
In a trunk lowering the back is flat, and the head is in line with the trunk.

Figure 3

(a) Place hands on hips.
(b) Bend upper trunk backward.
In a bending of the upper trunk there is no bending at the hips.

Figure 4

(a) Place hands on hips.
(b) Bend trunk backward.
This bending is in the upper as well as in the lower spine.

Digitized by Google

GYMNASTIC POSITIONS

Figure 5

(a) Raise arms either fore-upward or side-upward.
(b) Bend trunk left (sideward).

Figure 6

(a) Place hands on shoulders.
(b) Bend trunk left (sideward).
In placing hands on shoulders the elbows are directed sideward.

Figure 7

(a) Place hands on hips.
(b) Bend knees (deep bend).
In a knee-bending the heels are raised from the ground. The trunk is upright.

Figure 8

(a) Place hands on hips.
(b) Raise left knee forward.
The knee also may be raised fore-upward until it nearly touches the chest.

Digitized by Google

GYMNASTIC POSITIONS

Figure 9

(a) Bend arms upward.
In bending the arms upward the upper arm and forearm are in line with the trunk.
(b) Stride left sideward.
In a stride the foot is placed flat upon the ground.

Figure 10

(a) Raise hands in front of chest.
This corresponds to "arms forward bend."
(b) Turn trunk left.
(c) Stride left forward.

Figure 11

(a) Hands clinched, raise arms either fore-upward or side-upward.
(b) Place left foot backward.
In a foot-placing the weight of the body remains upon the stationary leg. The toes of the other leg touch the ground.

Figure 12

(a) Place hands behind neck.
In placing the hands behind the neck the finger tips just touch. The elbows are pressed directly sideward.
(b) Raise left leg sideward.

Digitized by Google

GYMNASTIC POSITIONS

Figure 13

(a) Bend arms to thrust.
In bending the arms to thrust the upper arm and lower arm are vertical and in line with the trunk.
(b) Lunge left forward.

Figure 14

(a) Bend arms overhead to strike.
In bending the arms to strike the hands are clinched, knuckles turned backward.
(b) Lunge left sideward.
In a lunge the knee must be at least in line with the toes.

Figure 15

(a) Bend arms to strike.
(b) Lunge left sideward.
(c) Bend trunk right.

Figure 16

(a) Place hands on hips.
(b) Lunge left forward.
(c) Slightly lower trunk forward.
(b and c) Fall-out left forward.
If the trunk lowering and the lunge take place at the same time the movement is called a "fall-out."

Digitized by Google

GYMNASTIC POSITIONS

Figure 17

(a) An exaggerated fundamental position.
(b) Carry wand.

Figure 18

(a) Wand low in front. The wand is firmly grasped near the ends.
This is the usual starting position for most wand exercises.

Figure 19

(a) Arms bent to thrust.
The elbows are pressed downward as far as possible. The chest is held high.

Figure 20

(a) Thrust (or raise) left upward and right sideward.
The arms must be well straightened. The hands always should retain a vigorous grip upon the wand.

Digitized by Google

GYMNASTIC POSITIONS

Figure 21

(a) Wand left upward.
The left arm is extended directly upward as high as it will go. The right hand is in front of the left shoulder.

Figure 22

(a) Wand left forward.
The left arm is raised directly forward. The right hand is in front of the left shoulder.

Figure 23

(a) Wand left downward on hip.
The wand is held vertically at the left side. Both hands retain a vigorous grip.

Figure 24

(a) Stride left forward.
(b) Turn trunk left.
(c) Thrust (or raise) left down and right upward. Both hands retain a vigorous grip.

Digitized by Google

GYMNASTIC POSITIONS

Figure 25

(a) Clubs up.
This is the usual starting position for club swinging. The arms are free from the body. The chest is held high.

Figure 26

(a) Arms sideward, clubs tipped on the forearms.

Figure 27

(a) Stride left forward.
(b) Swing clubs fore-upward or side-upward.

Figure 28

Rhythmic steps.
(a) Hands at waist.
(b) Leg position during balance-hop right.

Digitized by Google

GYMNASTIC POSITIONS

Figure 29

Rhythmic steps.
(a) Right arm sideward, wave left forward.
(b) Place left foot forward (point).
(c) Bend trunk left.

Figure 30

(a) Left arm sideward, wave right forward.
(b) Leg position during swing-hop left.

Figure 31

(a) Hands at waist.
(b) Leg position during curtsy left.

Figure 32

(a) Left arm sideward, wave right forward.
(b) Curtsy left.
(c) Bend trunk left.

Digitized by Google

PART III

ASSIGNED WORK ARRANGED IN THE FORM OF TYPICAL LESSONS

The following viewpoints have guided the arrangement of the physical training material in the following twelve groups of work for each school year.

1. The work for each school year is divided into two parts (first and second term), each part being the assigned work for a half year (see instruction material on pages 21 to 31).
2. Each half year's work is divided into six assignments.
3. Each assignment is arranged in the form of a typical lesson. The material included in any one assignment is sufficient for at least two weeks' work; *i. e.,* four to six lessons.
4. In preparing the first lesson of an assignment, the teacher should arrange the work in the following order: 1. Tactics; 2. Running and Steps; 3. Free Exercises; 4. Track and Field Work, or Apparatus Work or Games, and take as much from each type of work as can be taught in one lesson. During the next lesson there should be a review of part of this work with an addition of new material from the assignment. If this plan is followed, there will be no difficulty in mastering all the work assigned to each term.
5. The last few minutes of every lesson should be devoted to a type of work that brings every one simultaneously into vigorous action, and that is of such nature that every pupil enjoys it.
6. The assignments are as follows:

First Term

September, Assignment I.
October, Assignment II and Assignment III.
November, Assignment IV and Assignment V.
December, Assignment VI.
January, Review and Tests.

Second Term

February, Assignment VII.
March, Assignment VIII and Assignment IX.
April, Assignment X and Assignment XI.
May, Assignment XII.
June, Review and Tests.

Digitized by Google

FIRST YEAR—FIRST TERM

ASSIGNMENT I

(Arranged in Form of a Lesson)

I. Tactics (About 5 Minutes)

1. *Fall—In.* (See definitions, page 17, as to the execution of these movements).

2. *Right—Dress. Front.*

3. *Facing. Right—Face. Left—Face.*

4. *Count off by fours—Count.* (Always to be executed from the right to left, unless specially commanded from left to right.)

5. *Squads right—March.*

6. *Forward—March.* This marching to be in flank formation. Arms swing freely.

II. Running. Rhythmic Steps (10 to 12 Minutes)

A. Marching Steps

The pupils are again standing in a double rank (like in "Fall in").

1. *Right—Face. Running, forward—Run.* (This corresponds to double time, 180 steps per minute, length of steps for men 36 inches). In this formation, the class runs about 1 minute.

2. *Common step—March.* (135 steps per minute). Repeat this alternation of running and marching several times.

3. *Leaders mark time, class in close order. Left—Face. Attention—Halt.*

B. Dancing Steps

1. *Count off by fours—Count.*

2. *Squads right—March. Rear rank one step backward—March.*

3. *Open ranks to the left, full distance, sideward—March.* (This corresponds to the taking of intervals).

(a) 1. Cut backward. Execution: Raise left leg forward (1); cut backward (displacing right leg) (2); raise the right leg forward (3); cut backward (4). Later the cut immediately follows the leg-swing. The movement then has only two counts.

Digitized by Google

2. As 1, but cut-hop (1-2; 3-4).
3. Alternate eight glides forward (four left and four right) (1-8) with four cut-hops (9-16).
4. As 3, but glide obliquely forward left and right.
5. As 3, but eight vigorous marching steps instead of cut-hops.

(b) 1. Mazurka-hop obliquely forward left (1-3).
2. The same right.
3. Three mazurka-hops obliquely left forward (1-9) and a three-step (10-12), repeat right (13-24).
4. Alternate two mazurka-hops with six running steps (1-6; 7-12).

III. Free Exercises (6 to 8 Minutes)

The class remains in open column formation.

Unit 1. A. *Arms upward—Bend.* Alternately straighten arms upward and sideward (1-2, 3-4).
B. *Hands on hips—Place.* Alternately and quickly raise left and right knee forward (1-2).

Unit 2. A. With raising arms fore-upward, bend upper trunk backward—1; return—2.
B1. *Hands on hips—Place.* Bend trunk fore-downward—1; return 2.
2. *Stride left forward and arms to thrust—Bend.* Bend left knee and thrust upward—1; lower trunk forward—2; reverse—3; return—4.
The same right.
3. *Arms to thrust—Bend.* Thrust upward and lunge left forward—1; bend arms to thrust and lower trunk forward—2; reverse—3; return—4.
The same right.

Unit 3. *Hands in rear—Grasp.* Raise left knee forward—1; straighten leg forward—2; reverse—3; return—4.
The same right.

Breathing

With raising arms sideward inhale deeply. Repeat five or six times.

Digitized by Google

IV. Track and Field Work (10 to 12 Minutes)

(For the year's work see page 27)

Standing Broad Jump

The class remains in open column formation. Get four jumping boards and place one in front of each file. Place a mat in front of the board at a distance of perhaps four feet. Explain to the class how you want the jump performed, that the toes of the jumpers are to extend slightly over the front edge of the board (so as to prevent slipping), that they should swing their arms vigorously and should lean well forward when leaving the board, etc., etc. Then command:

1. *The first four on the boards—March.*

Let them jump "as they will," or command "Ready—Jump." After the jump they stay in their places until the next four are told to get ready. When these jump, the first four pass to the rear of their file by the right or left side. Then let the third four jump, then the fourth, etc., until all have jumped. Insist upon order. If you have order it will be possible for the whole class to have many jumps. At times put all the best jumpers in one file, the next best in another file, and so on. In this order you can have a very spirited competition among the pupils in each file.

V. A Game (10 to 12 Minutes)

(For the year's work see page 27)

Battleball

As the standing broad jump did not tax the strength of the pupils very much, a strenuous game—"Battleball"—shall close the lesson. The rules of the game are: The playfield is about thirty by sixty feet, a center line dividing the field. The members of each team are divided into forwards and guards. Six or more clubs, or other suitable objects, are placed an equal distance apart on the rear line of each field. Each club is guarded by a player. The object of the game is to knock down an opponents' club with a basketball, or to throw the basketball through the opposing lines. When a club is knocked down the attacking side scores two points; when the ball passes through the opposing line (not higher than the heads of the players) the attacking side scores one point. The ball may be thrown by any player who may run up to the center line. As a rule it is wiser to let the forwards do the throwing. If

Digitized by Google

played with a medicine ball or with two basket balls the game becomes very strenuous.

After playing about eight or ten minutes announce the score. Have the losers salute the victors and dismiss the class.

NOTE—Additional assigned work for this period: the triple standing broad jump, and stallbars; see the year's apparatus work on page 29.

ASSIGNMENT II

I. TACTICS (ABOUT 5 MINUTES)

1. *Fall—In.*
2. *Right—Dress. Front.*
3. *Right—Face. Left—Face.*
4. *Count off by fours—Count. Squads left—March.*
5. *Mark time—March.*
6. *Forward—March.* Arms swing freely.

II. RUNNING. RHYTHMIC STEPS (10 TO 12 MINUTES)

Form the pupils in a double rank. Upon command they face right. The work is to consist of an alternation of running and marching, the change from one activity to the other taking place upon command.

1. *Running, forward—Run.* After running from forty to sixty steps command:
2. *Common step—March.* After marching from forty to sixty steps command:
3. *Running, forward—Run.* Alternate this for about three minutes.
4. *Leaders mark time, close order, left—Face. Attention—Halt.*
5. *Count off by fours, squads right*—March. Open files and open ranks as in the previous lesson.

A. Marching Steps

1. Marching in common step, raising arms forward, upward, and lowering forward and down, a movement on the first of each four counts. Files countermarch left.
2. Alternate eight common steps with eight knee-raising steps.

Digitized by Google

B. Dancing Steps

(a) 1. Alternate polka-hop left and right (1-4) with four glides left forward (5-8); then polka-hop right and left (9-12) with four glides right forward (13-16).
2. As 1, but obliquely forward left and right.
3. Cut-hop left from front to rear (1-2), then right from rear to front (3-4).
The same beginning right.
4. As 3, repeated twice (1-8), alternated with four glides forward left and four right (9-16).
The same beginning right.

(b) 1. Double balance-hop left and right (1-3; 4-6).
2. As 1 (1-6), alternated with three glides forward left and three right (7-12).
3. As 1, alternated with six running steps (1-6; 7-12).
4. Mazurka-hop with double balance-hop obliquely forward left (1-6) and right (7-12).
5. As 4, alternated with twelve running steps (1-12; 13-24).

III. Free Exercises (6 to 8 Minutes)

The class remains in open column formation.

Unit 1. A. *Arms to thrust—Bend.* Thrust left sideward and right forward—1; return—2; right sideward and left forward—3; return—4.
B. *Hands on hips—Place.* Quickly bend and straighten knees (1-2).

Unit 2. A. With raising arms side upward, bend upper trunk backward—1; return—2.
B1. Bend arms to thrust and stride left sideward—1; thrust upward and bend trunk right—2; reverse—3; return—4.
The same opposite.
2. *Arms to thrust—Bend.* Thrust sideward and lunge left sideward—1; bend the arms to strike and bend trunk right—2; reverse—3; return—4.
The same opposite.
3. *Hands on hips — Place.* Bend trunk fore-downward—1; return—2.
4. *Stride left sideward and arms to thrust — Bend.*

Digitized by Google

Thrust upward—1; double arm circle right (*i. e.*, swing both arms in a circle first right sideward, then down, then left sideward, then up) and bend trunk right—2; reverse—3; return—4.

The same opposite.

Unit 3. *Hands on hips—Place.* Raise left knee forward—1; straighten leg left sideward—2; reverse—3; return—4.

The same right.

Breathing

With raising arms side upward inhale deeply; exhale. Repeat about six times. See that as much as possible of residual air is expired with each breath.

IV. Track and Field Work (10 to 12 Minutes)

Running Broad Jump

The class remains in open column formation.

Place a board and a mat at a suitable distance in front of each file. Explain to the class how you want the jump performed, about the run, the take-off, the flight and the landing. Caution the pupils against dangerous practices.

1. Upon command let the first four run and jump.
2. When the second four run, the first four return and take their places at the rear of the files.
3. After all have had a jump, move the mats about a foot farther away and repeat the jump. In all the early jumps work for "form," not for distance. Have the class perform six to eight jumps.

V. A Game (10 to 12 Minutes)

Three Deep

To form the class quickly command:

1. *Break—Ranks. Fall—In* (in double ranks).
2. *Grasp neighbors' hands. To a front circle—March.*
3. *Release—Hands. Six steps backward—March.* The class now is in a position for the game, standing two deep (one behind the other). Next select one pair as a runner and a catcher.

Digitized by Google

The runner runs around the outside of the circle and places himself in front of a pair, thereby forming a rank of three, "three deep." This must never be. The last one of these three, therefore, runs and places himself in front of some other pair, again forming three, etc. In the meantime the catcher is chasing the runner, trying to tag him before he places himself in front of a pair. As soon as the runner is tagged he becomes the chaser, and the former catcher is the runner. The game then continues. In order to have a splendid game, note the following: Do not allow any running through the circle; insist that the players always run around the outside. Do not allow the playing of "partners." Encourage short runs so as to get quick changes. If some players persist in running around the circle once or oftener, put them in the center of the circle to watch and learn how the game ought to be played. Do not allow the boys to indulge in hard slapping.

After playing from eight to ten minutes, stop. End with a short individual tug of war, as follows: Partners face each other and grasp right hand. Upon command each tries to pull his opponent over to his side—namely, toward the center of the circle, or away from it. Halt. Announce the winners. Dismiss the class.

NOTE—Additional games for this period: Riderball (for boys), Jumping Circle and Rabbits. Apparatus work on the high horizontal ladder.

ASSIGNMENT III

I. TACTICS

1. Review the tactics of the preceding lessons.
2. *Count off by fours. Squads left about—March. Squads right about—March.*
3. *About—Face.*
4. At times teach "left about" face.

II. RUNNING. RHYTHMIC STEPS

The pupils are formed in a double rank.

1. Running. *In place—Run.* After running forty to sixty steps command:
2. *In place—March.*

Repeat several times.

Digitized by Google

A. Marching Steps

1. *Right—Face.*

The class is standing in a column of twos.

1. March in quick time.

2. March in common time with a two-movement arm exercise; *e. g.,* thrust forward (or sideward), a movement on the first of every four counts.

B. Dancing Steps

(a) 1. Alternate two polka-hops (1-4) with two cut-hops backward left and right (5-8).

2. Alternate two polka-hops (1-4) with two swing-hops (5-8).

3. Alternate two cut-hops backward (1-4) with two swing-hops (5-8).

4. Later add a vigorous arm raising to the swing-hops.

(b) 1. Double balance-hop left and a three-step right (1-3; 4-6).

The same beginning right.

2. As 1, alternated with six running steps (1-6; 7-12).

3. Mazurka-hop left sideward and a three-step (1-3; 4-6), then the same right sideward (7-9; 10-12).

4. As 3, outward and inward; *i. e.,* away from and toward partner.

III. Free Exercises

1. *Left—Face.*
2. *Count off by fours—Count.*
3. *Squads right—March.*
4. *Open ranks left sideward—full distance—March.*
5. *Rear ranks one step backward—March.*

Unit 1. A. *Arms to thrust—Bend.* Thrust left upward and right downward—1; return—2; right upward and left downward—3; return—4.

B. *Hands on hips—Place.* In place—run.

Unit 2. A1. *Arms to thrust—Bend.* Bend upper trunk backward—1; return—2.

2. *Arms fore-upward—Raise.* Bend upper trunk backward and slowly bend arms to thrust—1; return—2.

Digitized by Google

B1. *Arms to thrust—Bend.* Lunge left forward and thrust upward—1; bend trunk backward—2; reverse—3; return—4.
The same right.
2. *Hands on hips—Place.* Bend trunk fore-downward—1; return—2.
3. *Left forward—Lunge. Bend trunk backward and arms to thrust—Bend.* Thrust alternately upward and sideward (1-2; 3-4).

Unit 3. 1. *Hands on hips—Place.* Straighten arms forward and raise heels—1; move arms sideward and bend knees—2; reverse—3; return—4.
2. *Arms upward—Bend.* Raise left knee forward—1; straighten left leg backward—2; straighten arms upward—3; position—4.
The same right.

Breathing

Marching in common step inhaling during four steps and exhaling during four steps. Later accompany this with raising arms sideward.

IV. Track and Field Work

Running Hop, Step and Jump

1. Arrange the class in open column formation, as far back as possible, so as to have room for a good run. In some gymnasiums or yards it may be necessary to have the class formed in a long double rank at the side of the room or yard. In this case the first four upon command step from the ranks and take their places designated for the start.

2. Explain to the class the run, the take off, the hop, the step, the jump, the flight and the landing.

3. Upon command let the first four execute the jump.

4. Upon command the second four run to the starting places and the first four run behind the class to their places. Work for correct execution, not for distance.

5. After all have had several jumps have a designated four replace the jumping boards and mats.

Digitized by Google

V. A Game

Dodgeball in a Circle

In case the pupils are divided into "colors," command one color to form a large circle, and the players of the other color to take their places within the circle. Change places after playing four to five minutes. See that there is spirited playing, and that the weaker pupils throw as often as the stronger ones. Caution them not to step on or over the line.

After playing eight or ten minutes, announce the winners. Then have the losers stand in a long rank, with the winners standing in rear of them. Upon command the losers take the winners on their backs and parade around the gymnasium. Dismiss the class.

Note—Additional work assigned for this period: Balance beam, climbing ropes, double dodgeball.

ASSIGNMENT IV

I. Tactics

1. Review the tactics of the preceding lessons.
2. *Left half—Face. Right half—Face.*
3. *Half step—March* (length of step 15 inches).

II. Running. Rhythmic Steps

The pupils are formed in a double rank.

1. *Right—Face.*
2. *Running, forward—Run.* Run about two to three minutes.
3. *Common step—March.*

A. Marching Steps

The class is arranged in a column of twos.

1. Alternate eight common steps with eight leg-raising steps.
2. Alternate sixteen steps marching on toes with sixteen running steps.

B. Dancing Steps

(c) 1. Schottische-step forward (1-4; 5-8).

Digitized by Google

2. Alternate two schottische-steps (1-8) with four swing-hops (9-16).
3. Three-step turn left and right sideward (1-4; 5-8).
4. Alternate two schottische-steps forward (1-8) with eight leaps forward (9-16).

(d) 1. Alternate two balance-steps forward (1-6) with two swing-hops forward (7-12).
2. Raise arms sideward. Cross-balance-steps forward with arm waving (1-3; 4-6).

III. Dumbbell Exercises

Arrange the class in a front column with opened ranks.

Unit. 1. A. *Arms to thrust—Bend.* Thrust forward—1; return—2. Repeat in a strong vigorous rhythm as many times as the occasion demands.
Thrust sideward; upward; downward in the same manner.
B. *Bells on hips—Place.* With raising knees, in place—run.

Unit 2. A. With raising arms sideward and placing bells behind neck, bend upper trunk backward—1; return—2.
B1. *Left forward—Stride.* Turn trunk left and bend arms to thrust—1; thrust upward—2; reverse—3; return—4.
The same right.
2. Stride left forward and raise arms fore-upward—1; bend trunk left and place bells behind neck—2; reverse—3; return—4.
The same opposite.
3. *Hands on hips—Place.* Bend trunk fore-downward—1; return—2.
4. *Left forward—Stride.* Turn trunk left and bend arms to thrust—1; thrust upward—2; reverse—3; return—4.
The same opposite.

Unit 3. 1. *Bells on hips—Place.* Raise left leg sideward—1; move it backward—2; reverse—3; return—4.
The same right.
2. With raising arms fore-upward, rise on toes—1; bend knees—2; reverse—3; return—4.

Digitized by Google

Breathing

Marching, raising arms side upward, inhaling during six steps and exhaling during six steps.

IV. Track and Field Work

Running High Jump

1. Quickly arrange the class in an open column formation. Place a set of jumping standards and a mat in front of each file. Explain to the pupils the run, the take off, the flight and the landing.
2. Upon command, the first four take their positions, and upon a further command they run and jump.
3. The next four then take their places while the first run along their file and form at the rear.

Work for correct form. After all have had six to eight jumps stop and remove the standards.

V. A Game

Day or Night

Separate the class into two divisions. These face each other, at two steps distance. One party is named Day, the other Night. Take a coin or a flat piece of wood, designate one side of the coin or wood as Day, the other as Night. Toss the coin up. Immediately after it has fallen call out the side on top. Should this be Day, this party runs to its goal (about thirty feet off) pursued by Night. Whoever is tagged in this pursuit is a prisoner and out of the game. Continue as above until all players of one side are caught.

Note—Additional work assigned for this period: Low horizontal ladder, also goal throw and prisoners' base.

ASSIGNMENT V

I. Tactics

1. Review the movements of Lessons 3 and 4.
2. *Right—Face. Forward—March.*
3. *By the left flank—March. By the right flank—March.*
4. *Backstep—March.*

Digitized by Google

II. Running. Rhythmic Steps

The pupils are formed in a single rank.

1. *Right—Face. Running, forward—Run.* Run in a countermarch left and right from 3 to 4 minutes.
2. *Common step—March.*
3. *Form twos to the right—March.*

A. Marching Steps

The class is arranged in a front column of twos.

1. *Arms upward—Bend.* Common step. Straighten arms forward, swing upward, forward and bend, a movement on the first of each two steps.
2. As 1, but begin by straightening sideward.

B. Dancing Steps

(c) 1. Schottische-step obliquely forward left and right (1-4; 5-8).
2. Schottische-step obliquely left forward and two swing-hops (1-8), repeat obliquely right forward (9-16).
3. Alternate one schottische-step left forward (1-4) with one triple balance-hop right (5-8).
4. As 3, beginning right.
5. As 1, alternated with eight running steps (1-8; 9-16).

(d) 1. Two balance-steps and two swing-hops forward on the lines of a square left (1-6; 7-12, four times). Perform the balance-steps with opposite foot placed forward.
2. As 1, beginning right, on the lines of a square right.
3. As 1, but forward, alternated with twelve running steps (1-12; 13-24).
4. Step and curtsy, left and right (1-6; 7-12).
5. Raise arms sideward. Step and curtsy with arm-waving and side bending of the trunk.

III. Dumbbell Exercises

Arrange the class in a front column in open ranks.

Unit 1. A. *Arms to thrust—Bend.* Thrust left up and right downward—1; return—2; right up and left downward—3; return—4.

Repeat as often as desired, using a vigorous rhythm.

Digitized by Google

B. *Hands on hips—Place.* Jump to a side-stride position—1; return—2. Continue eight to twelve times.

Unit 2. A. *Arms to thrust—Bend.* With thrusting sideward, palms up, bend upper trunk backward—1; return—2.

B1. *Stride obliquely left forward and bells on hips—Place.* Turn trunk left and straighten arms upward—1; bend trunk backward and lower arms sideward—2; reverse—3; return—4.

The same right.

2. *Bells on hips—Place.* Bend trunk fore-downward—1; return—2.

3. *Obliquely left forward—Stride. Turn trunk left and arms to thrust—Bend.* Thrust left sideward and right upward;—1; return—2.

The same opposite.

Unit 3. 1. *Arms to thrust—Bend.* Raise left leg forward—1; move the leg sideward and backward and thrust upward—2; lower arms sideward—3; return to starting position—4.

The same right.

2. Bend knees and raise arms forward—1; raise arms upward—2; reverse—3; return—4.

Breathing

Inhale deeply raising arms side-upward, and return. Repeat six to eight times. See that the lungs are fully inflated and that when exhaling as much as possible of the residual air is expelled from the lungs.

IV. Track and Field Work

Short Sprints

By this time you will know which pupils are good runners and which are the slower ones. Arrange them in about three divisions according to their ability.

1. Place the first four of one division on the starting line. Explain to the class the positions to be assumed on the commands "Get on your marks"; "Get set" and "Go," then tell them how they should run, the correct running position, the stride, etc.

Digitized by Google

2. Let the first four run the specified distance. Select the winner.

3. After all have run, let the winners run a final. This should not take over 5 to 6 minutes.

V. A Game

Captainball

The playing of Endball and Cornerball in the lower grammar grades has gradually prepared the pupils for the more complicated and intricate game of Captainball. If thoroughly learned, this game is one of the finest school games. It takes years to become an expert player. Study the playing capacity of your pupils and place them where they will do their best. Some pupils are good guards but poor basemen, and vice versa. In Captainball as in Baseball it is advisable to have a permanent first team, a second team, etc. Make a position on the first team an honor conditioned upon good earnest endeavor in all educational lines, not only in play.

Use your athletic life to cultivate right ideals in your pupils.

Note—Additional assigned work: Stallbars and high horizontal ladder.

ASSIGNMENT VI

I. Tactics

1. Review the movements of the preceding lessons. Work for a sharp, snappy execution, for prompt response by the whole class. A good marching position should be apparent.

II. Running. Rhythmic Steps

The pupils are formed in a single rank.

1. *Right—Face. Running, forward—Run.* Run in a large circle, then in a snail, winding inward and outward (about 3 minutes).

2. *Common step—March.*

3. *Form twos, to the right—March.* The class is now in a front column of twos.

A. Marching Steps

1. Alternate marching in common and in quick time.
2. Alternate running, with running with knee raising.

Digitized by Google

B. Dancing Steps

(a) 1. Alternate two polka-hops (1-4) with two cut-hops backward (5-8).
2. Alternate two cut-hops (1-4) with two swing-hops (5-8).
3. Alternate two cut-hops (1-4) with two balance-hops (5-8).
4. Later add arm-waving to the swing-hops.

(c) 1. Triple balance-hop-turn left (1-4). The same right.
2. Alternate one schottische-step left forward (1-4) with one triple balance-hop-turn right (5-8).
3. As 2, beginning right.

(d) 1. Balance-step left and right sideward (1-6), then step and curtsy left (7-12); repeat opposite. In the balance-steps place the opposite foot forward.
2. Arms raised sideward. As 1, with arm-waving during the curtsy.

III. Dumbbell Exercises

Arrange the class in opened ranks in a front column.

Unit 1. A. *Arms to thrust—Bend.*
1. Thrust alternately fore and sideward (1-4).
2. Thrust alternately up and downward (1-4).

Unit 2. A1. *Arms fore-upward—Raise.* Bend upper trunk backward—1; return—2.
2. *Arms to thrust—Bend.* With thrusting sideward, palms up, bend upper trunk backward—1; return—2.

B1. *Stride left forward and arms to thrust—Bend.* Turn trunk left—1; bend trunk left and thrust right arm upward—2; reverse—3; return—4.
The same opposite.
2. *Stride left forward and arms to thrust—Bend.* Turn trunk left and thrust upward—1; bend trunk backward and lower arms sideward, palms up—2; reverse—3; return—4.
The same opposite.
3. *Bells on hips—Place.* Lunge left forward—1; bend trunk fore-downward—2; reverse—3; return—4.

Digitized by Google

Unit 3. Bend knees and place bells on hips—1; straighten knees and raise left leg backward—2; reverse—3; return—4.
The same right.

Breathing

Mark time—March. Inhale during six steps and exhale during four. Later add arm raising sideward, palms up, during inhalations.

IV. Track and Field Work

Basketball Far Throw

The class is still arranged in open order.

1. *Close the files backward—March.* (This will give the necessary throwing space).

Let the first four each with a basketball toe the scratch line. Explain to the class how you want the throw executed, how to hold the ball, how the feet are placed, how the body is bent, that jumping up in the air is a foul, etc., etc. Have the second four take their places in the field to get the thrown balls. Then command:

2. *Ready—Throw.* As soon as the second four have secured the balls they line up, touching the scratch line, while the third four go into the field to gather the thrown balls. In the meantime the first four have lined up at the back of the files. Proceed in like manner until all have had a throw.

3. When the second throw is made have the ones in the field mark the thrown distance with chalk, a piece of wood, etc. Move this mark only when a better throw is to be recorded.

4. Measure the distance and make your announcements regarding the winners.

V. A Game

Poison

As the ball throw did not strain the pupils physically the game should be of a vigorous type.

Divide the players into small circles of about six to eight each. In the center of each circle place an Indian club (a large hollow ball, or a stick of cord-wood about fifteen inches high, or pile up a number of boys' hats or caps). This object in the center of the

Digitized by Google

circle is "poison." The players grasp hands, and, by pushing and pulling, try to make one of the players touch or overthrow the "poison." The player doing so is poisoned and must leave the circle. This continues until one is left. This is a very strenuous game, and may be played during the coldest weather. As soon as six to eight players have been eliminated form them into a circle and continue the game.

NOTE—Additional assigned work: Balance beam, low horizontal ladder, also the game of Indoor Baseball.

Digitized by Google

FIRST YEAR—SECOND TERM

ASSIGNMENT VII

I. Tactics

1. *Fall—In.*
2. *Right—Dress. Front.*
3. *Count off by twos—Count.* (Count off also by threes and by fours).
4. *Squads left—March;* also Squads right.
5. *Change step—March.*

II. Running. Rhythmic Steps

A. Marching Steps

The pupils are again standing in a double rank (like in "Fall —In").

1. *Right face. Running, forward—Run.* In this formation, the class runs abouf one minute.
2. *Common step. March.* Repeat this alternation of running and marching several times.
3. *Leaders mark time, class in close order, Left—Face, Attention—Halt.*

B. Dancing Steps

1. *Count off by fours—Count.*
2. *Squads right—March. Rear rank one step backward—March.*
3. *Open ranks to the left, full distance, sideward—March.*

(a) 1. Cut backward (1-2).
2. As 1, but cut-hop (1-2; 3-4).
3. Alternate eight glides forward (four left and four right) (1-8) with four cut-hops (9-16).
4. As 3, but glide obliquely forward left and right.
5. As 3, but eight vigorous marching steps in place of the glides (1-8; 9-16).

(b) 1. Mazurka-hop obliquely forward left (1-3). The same right.
2. Three mazurka-hops obliquely left forward (1-9) and a three-step (10-12), repeat right (13-24).

Digitized by Google

3. Alternate two mazurka-hops with six running steps (1-6; 7-12).

III. Wand Exercises

Unit 1. A1. *Arms to thrust—Bend.* Alternately thrust upward and forward (1-2; 3-4).

2. Swing arms fore-upward—1; bend arms, wand behind shoulders—2; reverse—3; return—4.

B. (Wands low in front.) Alternately and quickly raise the left and right knee forward (1-2).

Unit 2. A. With raising arms fore-upward, bend upper trunk backward—1; return—2.

B1. *Arms to thrust—Bend.* Bend trunk fore-downward —1; return—2.

2. *Arms to thrust—Bend.* Lunge left forward—1; thrust upward and lower trunk forward—2; reverse—3; return—4.

The same right.

3. *Arms to thrust—Bend.* Thrust upward and lunge left forward—1; bend arms, wand behind shoulders and lower trunk forward—2; reverse—3; return —4.

The same right.

Unit 3. *Wand behind shoulders—Place.* Raise left knee forward—1; straighten leg forward—2; reverse—3; return—4.

The same right.

Breathing

With raising arms sideward inhale deeply. Repeat five to six times.

IV. Track and Field Work

Triple Standing Broad Jump

The class remains in an open formation.

1. Mark a scratch line a few feet in front of the first four. Have these four take their places. Explain to the class the type of jump to be practiced, the advantages of an uninterrupted movement, of vigorous arm swinging, etc. Then command:

Digitized by Google

2. *Ready—Jump.* Let the first four take their places at the rear when the second four get ready. Work for form, not for distance. After all have had a few jumps, take one jump for distance. Have the captains note the distance jumped by each team-member.

V. A Game

Pass-Ball Relay With Encircling

The players must be divided into teams of equal numbers, the members of each team standing next to one another. Upon command a basket ball (or any other suitable object) is passed sideward from the first to the last player in each team. When the last player receives the ball he turns and runs along the rear of his team, then along the front, and then once more along the rear, thus encircling the team. Arriving at the head he immediately passes the ball to the next player. The ball then is again passed along until it reaches the one who now is last. He, therefore, encircles the team as described above. This passing and encircling is repeated until every member of the team has had his turn, and the team members again stand as at the start. When running around the ends it is permissible for the runner to hook his arm into that of the player at the end, as this enables a quick turning of the ends.

This game also may be played by having the players stand one behind the other and passing the ball overhead (or underneath), from the first to the last player. This last player then runs along the right side of his team, down on the left side and up again on the right. The point to be observed in all styles of playing this game is that the runner must take his correct position at the head of the team before being allowed to pass the ball to the next player.

Note—Additional assigned work for this period: Stallbars.

ASSIGNMENT VIII

I. Tactics

1. *Fall—In. Right—Dress. Count off by fours—Count.*
2. *Squads left about—March. Squads right about—March.*
3. *About—Face.* (At times also have the "left about" performed).

II. Running. Rhythmic Steps

The pupils are formed in a double rank. Upon command they face right.

Digitized by Google

1. *Running, forward—Run.* After running from forty to sixty steps command:

2. *Common step—March.* After marching from forty to sixty steps command:

3. *Running, forward—Run.* Alternate this for about three minutes.

4. *Leaders mark time. Close order. Left—Face. Attention—Halt.* Count off by fours, squads right, open files and open ranks.

A. Marching Steps

1. Marching in common step, raising arms forward, upward, and lowering forward and down, a movement on the first of every four counts.

2. Alternate eight common steps with eight knee-raising steps.

B. Dancing Steps

(a) 1. Alternate polka-hop left and right (1-4) with four glides left forward (5-8); then polka-hop right and left (9-12) with four glides right forward (13-16).

2. As 1, but obliquely forward left and right.

3. Cut-hop left from front to rear (1-2), then right from rear to front (3-4). The same beginning right.

4. As 3, repeated twice (1-8), alternated with four glides forward left and four right (9-16).
The same beginning right.

(b) 1. Double balance-hop left and right (1-3; 4-6).

2. As 1 (1-6), alternated with three glides forward left and three right (7-12).

3. As 1, alternated with six running steps (1-6; 7-12).

4. Mazurka-hop with double balance-hop obliquely forward left (1-6) and right (7-12).

5. As 4, alternated with twelve running steps (1-12; 13-24).

III. Wand Exercises

Unit 1. A1. *Arms to thrust—Bend.* Alternately thrust upward and downward (1-2; 3-4).

Digitized by Google

2. Raise arms left sideward—1; upward—2; lower right sideward—3; lower—4.
The same right.

B. *Arms to thrust—Bend.* Quickly bend and straighten knees (1-2).

Unit 2. A. With bending arms to thrust, bend upper trunk backward—1; return—2.

B1. Bend arms to thrust and stride left sideward—1; thrust upward and bend trunk right—2; reverse—3; return—4.
The same opposite.

2. *Arms to thrust—Bend.* Lunge left sideward and thrust left sideward—1; bend trunk right—2; reverse—3; return—4.
The same right.

3. *Arms fore-upward—Raise* Bend trunk fore-downward and swing arms fore-downward—1; return—2.

4. Stride left sideward and raise arms left sideward—1; bend trunk right and raise left arm upward—2; reverse—3; return—4.
The same opposite.

5. Lunge left sideward and raise arms right sideward—1; bend trunk left and raise right arm upward—2; reverse—3; return—4.
The same opposite.

Unit 3. Raise arms fore-upward and raise left knee forward 1; straighten left leg backward—2; reverse—3; return—4.

Breathing

With raising arms fore-upward inhale deeply; exhale. Repeat six to eight times.

IV. Track and Field Work

Running Broad Jump

Arrange the class in four files according to their jumping ability. In order to improve the distance of the jump, a rod or rope is to be placed between the take-off and the landing place. This rod is to be raised gradually from 12 to 24 inches.

Digitized by Google

Explain to the jumpers the advantage of raising the legs well forward and upward during the flight.

Work for form during the first four jumps, then allow two trials for distance. Have each captain note the distance covered by each member of his team.

V. A Game

Boys—Riderball Girls—Jumping Circle

Riderball

The players pair off according to height, strength and agility, and form a double circle, faces to the center, with from two to six paces interval between the pairs. Those forming the inner circle are the "horses" and those in the outer the "riders." The horses take a stride position sideways, bracing themselves by placing both hands on the knees (which should be kept extended). The body is bent forward, in order that upon the command of the leader of the game to "mount," the riders may readily mount by straddling their backs. The riders having mounted, a basketball is thrown from one rider to the other. The riders must hold themselves in place by the pressure of their knees, so that both hands are free for catching and throwing. When a rider misses the ball, all riders immediately dismount and flee. A horse quickly picks the ball up and commands all to "halt." All riders then stand still while the horse having the ball without leaving his place endeavors to hit one of the riders, who may dodge, but not leave his place.

If the player who throws at a rider succeeds in hitting him, places are exchanged, horses becoming riders and riders horses. If not successful, the game continues as before. The ball must at no time be held by a rider, but tossed as quickly as caught. The horses must not leave the circle while the riders toss the ball to one another, but may prance or turn around. The leader gives the commands to mount and determines the hits and misses.

Jumping Circle

Form the players in a circle. The pupils face inward and are about two steps apart. Get a rope, about twelve feet long, with a beanbag tied to the end of it. One of the players stands in the center and swings the rope around in a circle, keeping the bag close to the ground. As the rope approaches each player, she hops upward and over the swinging bag. Who is struck by the bag or

Digitized by Google

rope steps out of the circle. Insist that the bag be swung close to the ground, and, with timid players, that it is not swung too rapidly.

NOTE—Additional work for this period: High horizontal ladders, also the games of Three Deep and Rabbits.

ASSIGNMENT IX

I. TACTICS

1. *Fall—In. Right—Dress.*
2. Facing while marching. *Forward—March.*
3. *By the right flank—March.*
4. *By the left flank—March.*
5. *Back step—March.*

II. RUNNING. RHYTHMIC STEPS

The pupils are formed in a double rank.

1. Running. *In place—Run.* After running forty to sixty steps command:

2. *In place—March.*

Repeat several times.

A. Marching Steps

1. *Right—Face.*

1. March in quick time.

2. Common time with a two-movement arm exercise; *e. g.*, thrust forward (or sideward), a movement on the first of every four counts.

B. Dancing Steps

(a) 1. Alternate two polka-hops (1-4) with two cut-hops backward left and right (5-8).

2. Alternate two polka-hops (1-4) with two swing-hops (5-8).

3. Alternate two cut-hops backward (1-4) with two swing-hops (5-8).

4. Later add a vigorous arm-raising to the swing-hops.

(b) 1. Double balance-hop left and a three-step right (1-3; 4-6).

The same beginning right.

Digitized by Google

2. As 1, alternated with six running steps (1-6; 7-12).
3. Mazurka-hop left sideward and a three-step (1-3; 4-6), then the same right sideward (7-9; 10-12).
4. As 3, outward and inward.

III. Wand Exercises

Unit 1. A1. Raise arms left upward (the left arm is upward and the right hand is in front of the left shoulder, the wand is vertical at the left side)—1; return—2; right upward—3; return—4.

2. Raise arms left upward—1; both upward—2; right upward—3; lower 4.

3. Raise arms left forward—1; return—2; right forward—3; return—4.

B. *Wand behind shoulders—Place.* In place—Run.

Unit 2. A1. Raise arms fore-upward and bend upper trunk backward—1; return—2.

2. Raise arms fore-upward and bend upper trunk backward—1; slowly bend arms to thrust—2; slowly thrust upward—3; return to starting position—4.

B1. *Arms to thrust—Bend.* Lunge left forward and thrust upward—1; bend trunk backward—2; reverse—3; return—4.

The same right.

2. Bend arms to thrust—1; bend trunk fore-downward and thrust downward—2; reverse—3; return—4.

3. *Left forward—Lunge. Bend trunk backward and arms to thrust—Bend.* Thrust upward—1; return—2.

The same right.

Unit 3. 1. Raise left leg backward and arms forward—1; lunge left forward and raise arms upward—2; reverse—3; return—4.

The same right.

2. *Wand behind shoulders—Place.* Raise left knee forward—1; straighten left leg backward—2; reverse—3; return—4.

The same right.

Breathing

Marching in common step inhaling during four steps and ex-

Digitized by Google

haling during four steps. Later accompany this with arm raising sideward, palms up.

IV. Team Work in Track and Field Events and in Apparatus Work

First Event for Teams 1 and 2. Second Event for Teams 3 and 4.

After fifteen minutes the teams change events.

First event: Hop, Step and Jump, for Teams 1 and 2.

Second event: Horizontal Ladder, for Teams 3 and 4.

FIRST EVENT

Hop, Step and Jump

Allow the captain of each team to supervise the jumping of his teammates. After all pupils have had several jumps have a competition between the teams. Divide each team into three (if possible, equal) parts; *e. g.,* good, medium and poor jumpers. Put all the good jumpers in each team in one division, the medium jumpers in the second and the poor jumpers in the third. Then have these divisions jump against each other. Credit the best jumper in each division with 5 points, the next one with 3 and the third with 1 point. Add the points made by each team in the three divisions and announce the winners.

SECOND EVENT

Horizontal Ladder

The captain of each team marches the team to the place designated by the teacher. With the help of a few teammates the horizontal ladders are arranged for "chinning." One after another the pupils chin themselves as many times as possible. See that the body is raised each time until the chin is above the upper edge of the ladder. See also that the arms are straightened fully before the next pull-up begins. The captain credits each pupil with the results accomplished. Thereupon work for the class aims on the horizontal ladder outlined on page—, as follows:

1. The first four march to a cross stand under the ladder. Upon command they jump to a cross hang with straight arms, hands on both beams. Upon command they raise the knees from

Digitized by Google

four to six times; jump to a stand; march to their places while the next four take their places and perform the exercises.

In a like manner perform the following exercise:

2. Raise the knees—1; straighten the legs forward—2; lower the legs—3.

3. Singly. Side hang on one beam. Hand traveling sideward on the beams, first without a side-swing, and later with side-swinging.

4. By fours. Cross hang on both beams. Raise the knees and turn over backward to an inverted squat-hang.

NOTE—Additional work for this period: Balance beam, climbing ropes, also Dodgeball in a Circle and Double Dodgeball.

ASSIGNMENT X

I. TACTICS

1. *Fall—In. Right—Dress.*
2. *Left half—Face. Right half—Face.*
3. While marching. *To the rear—March.*

For additional school tactics arrange the class in single flank ranks of four.

4. *Form to the left—March. Left—Face.* Repeat several times.
5. *Form to the right—March. Right—Face.* Repeat several times.

II. RUNNING. RHYTHMIC STEPS

The pupils are formed in a double rank.

1. *Right—Face.*
2. *Running, forward—Run.* Run about two to three minutes.
3. *Common step—March.*

A. Marching Steps

1. Alternate eight common steps with eight leg-raising steps.
2. Alternate sixteen steps marching on toes with sixteen running steps.

B. Dancing Steps

(c) 1. Schottische-step forward (1-4; 5-8).

Digitized by Google

2. Alternate two schottische-steps (1-8) with four swing-hops (9-16).
3. Alternate two schottische-steps forward (1-8) with eight leaps forward (9-16).

(d) 1. Alternate two balance-steps forward (1-6) with two swing-hops forward (7-12).
2. Alternate two balance-steps forward with six running steps forward (1-6; 7-12).
3. Raise arms sideward. Cross-balance-steps forward with arm waving (1-3; 4-6).

III. Wand Exercises

Unit 1. A1. *Arms to thrust—Bend.* Thrust left upward and right sideward—1; return—2; right upward and left sideward—3; return—4.
2. Raise the arms fore-upward—1; lower down backward—2; reverse—3; return—4.
B. *Wand behind shoulders—Place.* With raising knees, in place—Run.

Unit 2. A1. With bending arms to thrust, bend upper trunk backward—1; return—2.
2. Raise arms fore-upward—1; bend upper trunk backward and slowly bend arms to thrust—2; reverse—3; return—4.
B1. *Left forward—Stride.* Turn trunk left and bend arms to thrust—1; thrust upward—2; reverse—3; return—4.
The same right.
2. Stride left forward and raise arms fore-upward—1; turn trunk left and place wand behind shoulder—2; reverse—3; return—4.
The same right.
3. Bend trunk fore-downward and bend arms to thrust—1; bend trunk backward and thrust upward—2; reverse—3; return—4.
4. *Lunge left forward and arms to thrust—Bend.* Turn trunk left and thrust left sideward and right upward—1; bend trunk left—2; reverse—3; return—4.
The same opposite.

Digitized by Google

Unit 3. 1. Raise left leg sideward and bend arms to thrust—1; move left leg backward—2; reverse—3; return—4.

2. With raising arms fore-upward, rise on toes—1; bend knees—2; reverse—3; return—4.

Breathing

Marching, raising arms side-upward, inhaling during six steps and exhaling during six steps.

IV. Track and Field Work

Running High Jump

Arrange the class in four grades of efficiency. The best jumpers are in division one, the poorest in division four. Gradually eliminate those who do not clear a given height. Let the captains of each team keep a record of the height cleared by each teammember.

V. A Game

Endball

Fall in by teams. Place Teams Nos. 1 and 2 into the bases and Teams 3 and 4 into the fields as guards. Teams 1 and 3 play against Teams 2 and 4. See that the ball is thrown quickly from baseman to guard. Encourage guards who caught the ball near the base lines to pass the ball to one of their teammates who is standing near the center line. This procedure leads to a snappier game and at the same time allows more players to work.

Note—Additional assigned work: Low horizontal ladder, also Indoor Baseball.

ASSIGNMENT XI

I. Tactics

1. *Fall—In. Right—Dress.*
2. *Count off by fours—Count.*
3. *Squads right—March.*
4. Facing while marching. *By the left flank—March. By the right flank—March. To the rear—March.*

Digitized by Google

II. Running. Rhythmic Steps

The pupils are formed in a single rank.

1. *Right—Face. Running, forward—Run.* Run in a countermarch left and right from 3 to 4 minutes.
2. *Common step—March.*
3. *Form twos to the right—March.*

A. Marching Steps

1. *Arms upward—Bend. Common step—March.* Straighten arms forward, swing upward, forward and bend, a movement on the first of every two steps.
2. As 1, but begin by straightening sideward.

B. Dancing Steps

(c) 1. Schottische-step obliquely forward left and right (1-4; 5-8).
2. Schottische-step obliquely left forward and two swing-hops (1-8) repeat obliquely right forward (9-16).
3. Alternate one schottische-step left forward (1-4) with one triple balance-hop right (5-8).
4. As 3, beginning right.
5. As 1, alternated with eight running steps (1-8; 9-16).

(d) 1. Two balance-steps and two swing-hops forward on the lines of a square left (1-6; 7-12, four times). Perform the balance-steps with opposite foot placed forward.
2. As 1, beginning right, on the lines of a square right.
3. As 1, alternated with twelve running steps (1-12; 13-24).
4. Step and curtsy (1-6; 7-12).
5. Raise arms sideward. Step and curtsy with arm-waving and side bending of the trunk.

III. Wand Exercises

Unit 1. A1. Raise arms fore-upward—1; lower wand obliquely behind back, left hand over shoulder, right down —2; reverse—3; return—4.

The same opposite.

Digitized by Google

B. *Wand behind shoulders—Place.* Jump to a side-stride position—1; return—2. Continue eight to twelve times.

Unit 2. A1. With bending arms to thrust, bend upper trunk backward—1; return—2.

2. *Arms fore-upward—raise.* Bend upper trunk backward and slowly bend arms to thrust—1; return—2.

B1. Raise the left arm obliquely left fore-side-upward—1; lunge obliquely left forward and reverse the arm directions—2; reverse—3; return—4.

2. Lunge obliquely left forward and arms fore-upward—Raise. Turn trunk left—1; bend arms to thrust—2; reverse—3; return—4.

The same right.

3. Jump to side stride and swing arms fore-upward—1; bend trunk fore-downward and swing arms downward—2; reverse—3; return—4.

4. *Obliquely left forward—Stride.* Turn trunk left and arms to thrust—Bend. Thrust left sideward and right upward—1; return—2.

The same opposite.

Unit 3. 1. *Arms to thrust—Bend.* Raise left leg forward—1; move it sideward and backward—2; reverse—3; return—4.

The same right.

2. Bend knees and raise arms forward—1; raise arms upward—2; reverse—3; return—4.

Breathing

Inhale deeply, raising arms side-upward and return. Repeat six to eight times. See that the lungs are fully inflated, and that when exhaling as much as possible of the residual air is expelled from the lungs.

IV. Track and Field Work

Speed Running Over Short Distances

Speed running in a gymnasium seldom is worth while, because the distance to be covered is too short. The gymnasium, however, lends itself well to instruction in the essentials of running. School yards, or streets in the neighborhood of schools are the natural

Digitized by Google

places to run. The length of the run should be some standard distance not less than fifty yards. Measure off the correct distance and mark the start and the finish permanently, so that no time is lost when the class reports for running. Group the runners according to ability. Let about four run at the same time. Teach the captains how to time correctly, and have each captain keep a record of the time made by his teammates. If running at full speed the pupils should not be allowed to run more than twice in one lesson.

V. A Game

Volleyball

Fall in by teams. Arrange the play-space into at least two courts. For practice game a rope stretched lengthwise through the center of the gymnasium furnishes play facilities for as many as six teams playing at the same time. Place the teams and then explain to them the points in the game that you would like to have them observe. After playing for a time change the positions of the teams.

Note—Additional assigned work: Stallbars, low horizontal ladder, Basketball Far Throw and Indoor Baseball.

ASSIGNMENT XII

I. Tactics

1. *Fall—In. Right—Dress.*
2. *Three steps forward and face left — March.* (Four counts.) Repeat several times.
3. *Four steps forward and face right — March.* (Five counts.)
4. *Face left and four steps forward—March.* (Five counts.)
5. *Face right and four steps forward — March.* (Five counts.)

II. Running. Rhythmic Steps

The pupils are formed in a single rank.

1. *Right—Face. Running, forward—Run.* Run in a large circle, then in a snail, winding inward and outward (about 3 minutes).

Digitized by Google

2. *Common step—March.*
3. *Form twos, to the right—March.* The class is now in a front column of twos.

A. Marching Steps

1. Alternate marching in common and in quick time.
2. Alternate running, with running with knee raising.

B. Dancing Steps

(a) 1. Alternate two polka-hops (1-4) with two cut-hops backward (5-8).
2. Alternate two cut-hops (1-4) with two swing hops (5-8).
3. Alternate two cut-hops (1-4) with two balance-hops (5-8).
4. Later add arm-waving to the swing-hops.

(c) 1. Triple balance-hop-turn left (1-4). The same right.
2. Alternate one schottische-step left forward (1-4) with one triple balance-hop-turn right (5-8).
3. As 2, beginning right.

(d) 1. Balance-step left and right sideward (1-6) then step and curtsy left (7-12); repeat opposite. In the balance-steps place the opposite foot forward.
2. Arms raised sideward. As 1, with arm-waving during the curtsy.

III. Wand Exercises

Unit 1. A1. Raise arms forward—1; cross arms right over left—2; reverse—3; return—4.
The same opposite.
2. Raise the arms fore-upward—1; place wand left downward on left hip—2; reverse—3; return—4.
The same opposite.
B1. *Wand behind shoulders—Place.* Jump to a cross-stride position, left forward—1; reverse to right forward—2; continue eight to twelve times.

Unit 2. A1. Raise arms forward—1; raise arms upward and bend upper trunk backward—2; reverse—3; return—4.
2. With slowly bending arms to thrust, bend upper trunk backward—1; return—2.

Digitized by Google

B1. *Stride left forward and arms to thrust—Bend.* Turn trunk left and thrust forward, right hand up, left down—1; bend trunk left—2; reverse—3; return—4.

The same right.

2. *Stride left forward and arms to thrust—Bend.* Turn trunk left and thrust upward—1; bend trunk backward—2; reverse—3; return—4.

The same right.

3. Jump to a side-stride and arms fore-upward—Raise. Bend the trunk fore-downward and swing the arms down—1; reverse—2; continue eight to ten times.

4. Lunge left sideward and bend arms to thrust—1; turn trunk left and thrust right up and left sideward—2; reverse—3; return—4.

The same opposite.

Unit 3. Bend knees and bend arms to thrust—1; straighten knees, raise left leg backward and thrust upward —2; reverse—3; return—4.

The same right.

Breathing

The files countermarch left. Common step with inhaling deeply six steps and exhaling during four steps. Later add arm-raising sideward, palms up.

IV. Track and Field Work

Basketball Far Throw

Close the files backward and let the class throw by fours, having the captains credit each of their teammates with the distance thrown. In order to do this quickly it will be necessary to put lines in the throwing lane a foot apart. This will enable the captains to see at a glance how many feet each person throws; inches are not counted. Give each person two trials.

A Number Race

Quickly arrange the files in open order as during the wand exercises. Run along the side and number each rank one, two, three, four, etc. The object of the race is to have those of the same

Digitized by Google

number; *i. e.,* those standing in the same rank run when their number is called. The race is around one's own file members. For instance, if number three is called he runs to the rear, around those standing behind him, then down alongside of the whole file, around the front and then back into place. In the course of time each rank should be called upon. Credit the winning file and later announce the winner.

V. A Game

Foot Baseball

Arrange the pupils in two teams. The game is played according to the rules governing baseball except that the batter places an oval football or a soccer footbball upon the home plate and kicks it into the field of play.

Note—Additional assigned work: Balance-beam, Low horizontal ladder, Indoor Baseball and Pinball.

Digitized by Google

SECOND YEAR—FIRST TERM

ASSIGNMENT I

I. Tactics

1. *Fall—In.*
2. *Right—Dress. Front.*
3. *Count off by twos—Count.* Count off also by threes and by fours.
4. *Squads left—March;* also squads right.
5. *Change step—March.*

II. Running. Rhythmic Steps

A. Marching Steps

1. *Right—Face. Running, forward—Run.* Run about a minute.
2. *Common step—March.*

Arrange the class in a column of twos.
Alternate marching in common and in quick step.

B. Dancing Steps

Boys take only the more vigorous steps.

(a) 1. Cut sideward. Execution: Raise left leg sideward, cut sideward, displacing right leg—1; cut right—2.
2. Same as 1, but cut-hop sideward (1-2; 3-4).
3. Alternate two cut-hops sideward (1-4) with four cuts sideward (5-8).
4. Alternate No. 3 (1-8) with four glides obliquely forward left and four right (9-16).
5. Alternate No. 3 (1-8) with four swing-hops forward (9-16).
6. Alternate No. 3 with eight vigorous marching steps (1-8; 9-16).
7. As 5, with arms raised sideward and arm waving forward on swing-hops.

(b) 1. Mazurka-hop obliquely left forward, hands at waist (1-3).
2. The same opposite.

Digitized by Google

3. Three mazurka-hops obliquely left forward and a three-step (1-12); repeat right (13-24). During the mazurka-hops raise the curved arm of the opposite side.
4. Alternate two mazurka-hops with six running steps (1-6; 7-12).

III. Free Exercises

Unit 1. A. *Arms upward—Bend.* Alternately straighten arms upward and sideward (1-2; 3-4).

B. *Hands on hips—Place.* Alternately and quickly raise left and right knee forward (1-2).

Unit 2. A. *Hands on hips—Place.* Bend upper trunk backward —1; return—2.

B1. *Hands on hips—Place.* Bend trunk fore-downward —1; return—2.

2. *Arms to thrust—Bend.* Lunge left forward and thrust upward—1; lower trunk forward—2; reverse—3; return—4.

The same right.

3. *Lunge right forward and arms to thrust—Bend.* Thrust upward—1; bend arms to thrust and lower trunk forward—2; reverse—3; return—4.

The same left.

Unit 3. 1. *Hands in rear—Grasp.* Raise left leg forward and bend trunk backward—1; return—2.

2. *Hands on hips—Place.* Raise heels—1; bend knees —2; reverse—3; return—4.

Breathing

With raising arms sideward, inhale deeply; exhale. Repeat six to eight times.

IV. Track and Field Work

For the year's events see page 28.

Standing Broad Jump

For arrangement of class and execution of the work see first assignment first year work, page 48.

Digitized by Google

V. Apparatus Work

For the year's work see page 30.

Stall Bars

Side hang rearways, hands grasping bar overhead.

1. Bend the arms slightly (an attempt at chinning).
2. Raise the knees.
3. Raise the knees, straighten the legs forward, lower the legs.
4. Raise the legs forward then quickly bend the knees; straighten the legs downward.
5. Raise the legs forward, lower the straight legs.

If there are a few minutes left have a short running or hopping race.

Note—Additional work assigned for this period; the triple standing broad jump, also the game of Battleball.

ASSIGNMENT II

I. Tactics

1. *Fall—In. Dress. Count off by fours.*
2. *Squads left about—March. Squads right about—March.*
3. *Left about—Face. Right about—Face.* (In military tactics only "about—face.")

II. Running. Rhythmic Steps

Right—Face. Running forward—Run. After running for about a minute command: *Common step—March.* Repeat this several times.

A. Marching Steps

Arrange the class in open order. In performing the following exercises the files continually countermarch left. See that the proper distance and the alignment are kept during the exercises.

1. Marching in common step raising arms forward, up, and lowering forward, down. Two counts to each movement.
2. Alternate eight common steps with eight knee-raising steps.

Digitized by Google

B. Dancing Steps

(a) 1. Glide-polka left and right forward (1-4; 5-8).
2. As 1, obliquely forward left and right.
3. As 2, alternating with eight vigorous marching steps (1-8; 9-16).
4. Cut-hop left backward and right forward (1-4).
5. As 2 (1-4) then glide-polka left forward (5-8); repeat right (9-16).
6. As 5, but obliquely forward.

(b) 1. Double balance-hop left and right (1-3; 4-6).
2. Double balance-hop left (1-3) and three glides left (4-6); repeat right (7-12).
3. As 1, alternated with six running steps forward (1-12; 13-24).
4. Mazurka-hop and double balance-hop obliquely forward left (1-6); repeat right (7-12).
5. As 4, alternated with twelve running steps forward (1-12; 13-24).

III. Free Exercises

Unit 1. A1. Raise arms forward—1; swing sideward—2; reverse—3; return—4.
2. *Arms to thrust—Bend.* Thrust sideward—1; bend arms to strike—2; reverse—3; return—4.
B. *Hands on hips—Place.* Quickly bend and straighten knees (1-2).

Unit 2. A. With raising arms side-upward, hands clinched, bend upper trunk backward—1; return—2.
B1. Lunge left sideward and bend arms to thrust—1; straighten arms upward and bend trunk right—2; reverse—3; return—4.
2. *Arms to thrust—Bend.* Lunge left sideward and thrust sideward—1; bend trunk right and bend arms to strike—2; reverse—3; return—4.
The same opposite.
3. *Hands on hips—Place.* Bend trunk fore-downward—1; return—2.
4. *Left sideward—Stride. Bend trunk left and hands on hips—Place.* Straighten the right arm upward—1; return—2.
The same exercise opposite.

Digitized by Google

Unit 3. *Hands on hips—Place.* Raise left knee forward—1; slowly straighten arms upward and left leg sideward—2; reverse—3; return—4.
The same right.

Breathing

With raising arms side-upward inhale deeply; exhale. Repeat six to eight times.

IV. Track and Field Work

Running Broad Jump

For the arrangement of the class and for the execution of the work see Assignment II, first year work, page 51. Call the attention of your captains to the fact that they are supposed to keep an accurate record of the track and field accomplishments of each member on their team.

V. Apparatus Work

High Horizontal Ladder

1. Chinning.
2. Travel forward, hands on the rails.
3. Travel sideward on one rail.
4. Raise the knees.
5. Raise the knees, straighten the legs forward, lower the legs.

Note—Additional games assigned for this period are Three Deep, Riderball, Jumping Circle and Rabbits.

ASSIGNMENT III

I. Tactics

1. *Fall—In. Dress.*
2. *Facing while marching. Forward—March.*
3. *By the right flank—March.*
4. *By the left flank—March.*
5. *Back-step—March.*

Digitized by Google

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. See that the class has an easy step and that it does not "string out" during the exercise. After running for about a minute command: *Common step—March.* Repeat this several times.

A. Marching Steps

Arrange the class in a column of twos.

1. March in quick time.
2. Common time with two-movement arm exercises; *e. g.*, raise arms sideward (or forward, etc.), four counts to each movement.

B. Dancing Steps

(a) 1. Glide-polka left and right sideward (1-4; 5-8).
2. As 1 (1-8), but alternate with four swing-hops forward (9-16).
3. As 2, but obliquely outward and inward.
4. As 1, alternated with eight vigorous marching steps (1-8; 9-16).

(b) 1. Double balance-hop left (1-3) and a three step right (4-6), then repeat, beginning right (7-12).
2. As 1, beginning right.
3. As 1, outward and inward.
4. As 1, alternated with twelve running steps (1-12; 13-24).
5. Three mazurka-hops left sideward (1-9) and a double balance-hop turn left (10-12), repeat right sideward.

III. Free Exercises

Unit 1. A. *Arms to thrust—Bend.* Thrust alternately upward and downward (1-2; 3-4).

B. *Hands on hips—Place.* In place with raising knees—Run.

Unit 2. A1. *Arms fore-upward—Raise.* Bend upper trunk backward and slowly bend arms to thrust—1; return—2.

2. As 1, but lower arms sideward—1; return—2.

Digitized by Google

B1. *Arms to thrust—Bend.* Lunge left forward and straighten arms upward—1; bend trunk backward and lower arms sideward—2; reverse—3; return—4.

The same right.

2. *Hands on hips—Place.* Bend trunk fore-downward—1; return—2.

3. *Left backward—Stride.* Bend trunk backward and arms fore-upward—Raise. Lower the arms sideward—1; return—2.

The same right.

Unit 3. 1. Raise left leg backward and arms forward—1; move arms sideward—2; reverse—3; return—4.

The same right.

2. Later lower the trunk forward when moving arms sideward.

Breathing

Marching in common step inhaling during four steps and exhaling during four steps. Later accompany this with arm raising sideward.

IV. Track and Field Work

Running Hop, Step and Jump

For execution, see Assignment III, first year, page 54.

V. Apparatus Work

Climbing Rope

1. Climb up one rope, cross over to the next and come down on this (careful).
2. Hang between two ropes; bend the arms, then shortswing.
3. Half turn over with bent arms.
4. Pendulum swing, jump forward for distance.

Note—Additional assigned work for this period: Balance beam and Double Dodgeball.

Digitized by Google

ASSIGNMENT IV

I. Tactics

1. *Fall—In. Dress.*
2. *Left half—Face. Right half—Face.*
3. While marching. *To the rear—March.*

Next arrange the class in single flank ranks of four.

4. *Form to the left—March. Left—Face.* Repeat several times.
5. *Form to the Right—March. Right—Face.* Repeat several times.

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. Allow the class to run for two minutes.

Common step—March.

A. Marching Steps

Arrange the class in a column of twos.

1. Alternate eight common steps with eight steps on tip-toes.
2. Alternate eight knee-raising steps with eight leg-raising steps.

B. Dancing Steps

(c) 1. Schottische-step obliquely forward left and right (1-4; 5-8).
2. Alternate two schottische-steps obliquely forward (1-8) with four swing hops (9-16).
3. Alternate two schottische-steps (1-8) with eight leaps forward (9-16).

(d) 1. Alternate two balance-steps obliquely outward and inward (1-6) with two swing-hops obliquely outward and inward (7-12).
2. Alternate two balance-steps forward with six running steps forward (1-6; 7-12).
3. As 1, with arms raised sideward and arm-waving (1-12).
4. As 2, but perform cross-balance steps (1-12).

Digitized by Google

III. Wand Exercises

Arrange the class in an open formation, then have the first one in each file get the wands.

Unit 1. A1. Swing the arms fore-upward—1; return—2.

2. Swing the arms fore-upward—1; bend the arms, wand behind shoulders—2; reverse—3; return—4.

B. *Wand behind shoulders—Place.* With raising knees, in place—Run.

Unit 2. A. *Arms fore-upward—Raise.* With lowering wand behind shoulders, bend upper trunk backward—1; return—2.

B1. *Stride left forward and arms fore-upward—Raise.* Bend trunk left and lower wand behind shoulders —1; return—2.

The same exercise right.

2. *Stride left backward, bend right knee and arms to thrust—Bend.* Thrust upward—1; turn trunk right—2; reverse—3; return—4.

3. *Wand behind shoulders—Place.* Bend trunk fore-downward—1; return—2.

4. *Stride left forward and arms to thrust—Bend.* Turn trunk left and thrust upward—1; bend trunk left and lower wand behind shoulders—2; reverse—3; return—4.

The same exercise opposite.

Unit 3. 1. *Arms to thrust—Bend.* Raise left leg sideward—1; move it backward and lower the trunk forward —2; reverse—3; return—4.

The same exercise right.

2. With raising wand fore-upward rise on toes—1; deep knee bend—2; reverse—3; return—4.

The last pupil in each file collects the wands.

Breathing

Common step, raising the arms side-upward, inhaling during six steps, lowering the arms and exhaling during six steps.

IV. Apparatus Work

Low Horizontal Ladder

1. Jump to a support frontways.

Digitized by Google

2. Jump to a riding seat behind the hands; dismount without a turn.

3. Jump as in 2; change hands behind the body and dismount without a turn.

4. As Exercise 2, but dismount with a quarter turn toward the ladder.

5. As Exercise 3, but dismount with a quarter turn toward the ladder.

6. As Exercise 4 and again mount to a seat behind the hands. Dismount with half turn.

V. A Game

Prisoners' Base. (*Darebase.*)

The playfield is about thirty by seventy-five feet. A line across the field at each end marks the base of each team. At the right of each base a small space is marked off as a prison. The teams each consist of about ten players. The object of the game is to make prisoners of players of the opposite team. Any player may be made a prisoner by an opposing player who left his base later than the first player did. For instance, a player of Team No. 1 leaves his base and advances toward the base of Team No. 2. Having left his base, he may be tagged by any player on Team No. 2. When, therefore, an opposing player runs out to tag him, he quickly retreats to his own base before being tagged. If he is tagged before reaching his base he is a prisoner and is put into the prison of Team No. 2. If, however, a player from his own team runs out to support him and this new player (who left his base later than the pursuer) succeeds in tagging the player from Team No. 2, then this one is a prisoner and is placed in the prison of Team No. 1.

When a prisoner is made the captain of the team designates a player whose duty it is to guard the prison. The capture of three prisoners by one team wins the game. Prisoners may be freed when one of the players succeeds in tagging a prisoner of his own team without himself being tagged. If there are two prisoners, they may grasp hands and stretch out toward their team, thereby facilitating their release. If then the first one is tagged they are both free.

The referee must insist upon order. He should not allow too many players on the field at once. When a prisoner has been made all players in the field must return to their own base before

Digitized by Google

another play may be started. Only one prisoner may be made during a play. All players must stand behind the line which marks the front of their base. As soon as one foot is over the line they have left their base and may be made prisoners by an opposing player who still is on his base.

NOTE—Additional assigned work for this period: Goal Throwing and High Jumping.

ASSIGNMENT V

I. TACTICS

1. *Fall—In. Dress. Count off by fours.*
2. *Squads right—March. Forward—March.*
3. Facing while marching. *By the left flank—March. By the right flank—March. To the rear—March.*

Next arrange the class in single front ranks of four.

4. *Form to the left, passing in rear—March.*
5. *Form to the right, passing in rear—March.*

II. RUNNING. RHYTHMIC STEPS

Right—Face. Running forward—Run. Allow the class to run about three minutes. *Common step—March.*

A. Marching Steps

Arms upward—Bend. Common step—March. Straighten arms forward, swing upward, forward and bend, two steps for each movement.

2. As 1, but begin with straightening sideward.

B. Dancing Steps

(a) 1. Two glide-polka-hops obliquely outward and inward (1-8) then face partner, grasp hands and four gallops sideward in the line of march (9-12) and four to the rear (13-16).

2. As 1, but instead of the gallop-steps perform eight leaps forward (9-16).

(c) 1. Schottische-step obliquely left forward and two swing-hops (1-8); repeat obliquely right forward (9-16).

2. Triple balance-turn-hop left (1-4).

3. As 2, right.

Digitized by Google

4. Alternate one schottische-step left forward (1-4) with one triple balance-hop-turn right (5-8).
5. As 4, but beginning right.
6. As 4, alternated with eight leaps forward (1-8; 9-16).

(d) 1. Two cross balance-steps and two swing-hops with arm-waving, on the lines of a square left (1-6; 7-12, four times).
2. As 1, but beginning right.
3. Step and curtsy.
4. Arms raised sideward. Step and curtsy with arm-waving and side-bending of the trunk.

III. Wand Exercises

Arrange the class in an open formation. The right leader of each rank gets the wands.

Unit 1. A1. *Arms to thrust—Bend.* Thrust alternately forward and upward (1-2; 3-4).
2. Raise wands fore-upward—1; lower wands down backward—2; reverse—3; return—4.
B. *Wands behind shoulders—Place.* Hop four times on left foot, raising right leg sideward, then *vice versa* (1-4; 5-8); repeat six to eight times.

Unit 2. A1. *Arms to thrust—Bend.* With straightening arms upward, bend upper trunk backward—1; return—2.
B1. *Arms to thrust—Bend.* Thrust left sideward and right upward—1; return—2; the same opposite—3-4.
2. *Arms to thrust—Bend.* Lunge left forward—1; turn trunk left and thrust right upward and left sideward—2; reverse—3; return—4.
The same opposite.
3. *Arms fore-upward—Raise.* With swinging the arms downward bend the trunk fore-downward—1; return—2.

Unit 3. 1. Raise arms fore-upward and left leg backward—1; lower trunk forward—2; reverse—3; return—4.
2. Bend knees and raise arms forward—1; raise arms upward—2; reverse—3; return—4.
The last one of each rank collect the wands.

Digitized by Google

Breathing

Inhale deeply, raising the arms side-upward and return. Repeat six to eight times.

IV. Track and Field Work

Fast Running *Sprinting*

Look over your yard and see how you can best lay out a track that will permit fast running. If possible have this track plainly marked. This is not only a means of saving much time during a class lesson, but it is also an incentive for the boys and girls to practice at other times. Let the pupils know the length of the track, also give them the minimum requirements for each age and for both sexes.

Use this same track for endurance running. Tell the pupils the number of minutes they ought to be able to run leisurely, without discomfort. Impress upon them the fact that running is the best exercise for developing heart and lungs, because it can be indulged in anywhere without expense. Tell them also that running indoors never can be compared with running outdoors in its effect upon health.

Particularly encourage the girls to practice speed running as well as endurance running, during which no effort at speed should be made.

V. A Game

Volleyball

Judging a moving object and possessing the capacity to return a ball accurately are qualities of the more highly organized games that have been improving by means of many games played in the lower grades. Volleyball presupposes these qualities in a high measure. The game, therefore, appeals to older players, and as it is one of those games that can be played well even in the ordinary sized schoolyard, it should be played much in the upper grades. If the players are not expert enough allow them to return the ball after one bounce, as well as on a fly. Do not have too many players on a team, rather have more teams. If a net is not at hand, stretch a line to mark the center, and if no volleyball is to be had use a light basketball.

At this age a regular volleyball tournament running for sev-

Digitized by Google

eral weeks will help to create even in sluggish natures a desire to become proficient.

A division of all the boys into two camps, designated by the school colors into reds and blues (or whatever colors the school has) forms a natural basis, not only for a volleyball tournament embracing all pupils, but for all the competition work of a grade, or a whole school. Color contests within the school will do more for the development of the athletic life of a school than the most elaborate contests with other schools.

NOTE—Do not overlook Basketball as an assigned game, and in apparatus work there should be a review of Stallbar and High Horizontal Ladder work at this time of the term.

ASSIGNMENT VI

I. TACTICS

1. *Fall—In. Dress.*
2. *Three steps forward and face left—March.* (Four counts.)
3. *Four steps forward and face right—March.* (Five counts.)
4. *Face left and four steps forward—March.* (Five counts.)
5. *Face right and four steps forward—March.* (Five counts.)

II. RUNNING. RHYTHMIC STEPS

Right—Face. Running, forward—Run. Allow the class to run from three to four minutes. At times allow the pupils to run a half mile at a slow pace. Gradually increase the distance, telling the class the time needed to run this distance. Get the pupils into the habit of running whenever there is a chance.

A. Marching Steps

1. Alternate marching in common and quick step.
2. Alternate running, with running with knee-raising.

B. Dancing Steps

(a) 1. Alternate two glide-polka-hops forward (1-8) with four cut-hops backward (9-16).
2. As 1, but outward and inward.
3. Alternate two cut-hops sideward (1-4) with four cuts sideward (5-8).

Digitized by Google

4. Alternate four swing-hops outward and inward (1-8) with four balance hops outward and inward (9-16).
5. As 4, with vigorous arm-waving during the swing-hops.

(c) 1. On a square left, one schottische-step left forward (1-4) with one triple balance-turn right (5-8). The balance-turn in this combination is only three-fourths of a circle. The complete movement has four times eight counts.
2. As 1, but on a square right.

(d) 1. Alternate two cross balance-steps forward (1-6) with two swing-hops (7-12).
2. As 1, outward and inward; also with arm-waving.
3. As 1, alternated with twelve running steps forward (1-12; 13-24).
4. Alternate step and curtsy outward and inward (1-12) with four swing-hops obliquely outward and inward (13-24).
5. Raise arms sideward, as 3, with arm-waving.

III. Wand Exercises

Arrange the class in open order. Let the pupils in the first file get the wands.

Unit 1. A1. *Arms to thrust—Bend.* Thrust alternately upward and downward (1-2; 3-4).

B. *Wands behind shoulders—Place.* Hop four times on left foot raising right leg forward, then *vice versa* (1-4; 5-8); repeat six to eight times.

Unit 2. A. *Arms to thrust—Bend.* Thrust forward—1; raise arms upward and bend upper trunk backward—2; reverse—3; return—4.

B1. *Arms to thrust—Bend.* Lunge left sideward—1; bend trunk right sideward; thrust left arm upward right sideward—2; reverse—3; return—4.

The same opposite.

2. *Lunge left sideward and arms to thrust—Bend.* Bend trunk right and thrust upward—1; bend (sway) trunk left—2; reverse—3; return—4.

The same opposite.

Digitized by Google

3. *Arms to thrust—Bend.* Bend trunk fore-downward and thrust downward—1; return—2.

Unit 3. 1. Raise left leg backward and arms fore-upward—1; lower the trunk forward—2; reverse—3; return —4.

2. Bend knees and raise arms forward—1; raise arms upward—2; reverse—3; return—4.

The last files collect the wands.

Breathing

Common step, inhaling during six steps and exhaling during four.

Later add arm-raising sideward.

IV. Apparatus Work

Balance Beam

1. Support stand frontways. Bend the arms and raise the left leg backward. The same right.
2. Hangstand frontways. Bend and straighten the arms.
3. Front vault over the beam.
4. As Exercise 3 with quarter and half-turns toward the beam.

V. A Game

Indoor Baseball

Quickly arrange the players in two teams. Allow every pupil to play. Place the extra players in the outfield.

Note—Other assigned work is; low horizontal ladder, basketball far throw, pinball and basketball.

Digitized by Google

SECOND YEAR—SECOND TERM

ASSIGNMENT VII

I. Tactics

1. *Fall—In. Right Dress. Count off by fours.*
2. While marking time. *Squads left—March.*
3. *Squads right—March.*

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. After running for a few minutes command: Common step—March.

A. Marching Steps

Arrange the class in a column of twos.
Alternate marching in common and in quick step.

B. Dancing Steps

(a) 1. Cut sideward (1-2).
2. Same as 1, but cut-hops sideward (1-2; 3-4).
3. Alternate two cut-hops sideward (1-4) with four cuts sideward (5-8).
4. Alternate No. 3 (1-8) with four glides obliquely forward left and four right (9-16).
5. Alternate No. 3 (1-8) with four swing-hops forward (9-16).
6. Alternate 3, with eight vigorous marching steps (1-8; 9-16).
7. As 5, with arms raised sideward and arm waving forward on swing-hops.

(b) 1. Mazurka-hop obliquely left forward, hands at waist (1-3).
2. The same opposite.
3. Three mazurka-hops obliquely left forward and a three-step (1-12); repeat right (13-24). During the mazurka-hops raise the curved arm of the opposite side.

Digitized by Google

4. Alternate two mazurka-hops with six leaps forward (1-6; 7-12).

III. Club Swinging

In the upper grammar grades the use of hand apparatus helps not only to increase the attractiveness of the free exercises, but if properly used the additional weight of the club, dumbbell, or wand increases the effect of the exercise. Besides this, the use of the clubs introduces another feature which is of great value to pupils in the upper grades and in high schools. This is the element of skill. The time at present devoted to school gymnastics is too short to admit of the development of very great skill in club swinging. But it does allow teachers to instruct their pupils in the fundamentals. These once known, many pupils will practice during their free time, thus increasing their skill and so eventually developing into expert club swingers. Club swinging in this respect is like apparatus work on the rings, giant stride, ladders, horse, etc., in that it offers to pupils a means of self-activity, of self-expression that the ordinary forms of free exercises do not give.

Unit 1. A1. Swing arms fore-upward—1; return—2. If the clubs appear too heavy for some pupils have these grasp the clubs in the center instead of at the handles.

2. Swing arms forward—1; two hand-circles forward—2-3; lower—4.

3. Swing arms fore-upward—1; bend arms and swing two hand-circles forward at side of shoulders—2-3; lower—4.

4. *Clubs—Up.* Arm-circle left forward—1-2; right—3-4.

B. *Clubs on shoulders—Place.* Alternately and quickly raise the left and right knee forward (1-2).

Unit 2. A. *Clubs under arms—Place.* Bend upper trunk backward—1; return—2.

B1. Swing arms forward and stride left forward—1; swing arms down and backward and lower trunk forward—2; reverse—3; return—4.

The same right.

2. *Left forward—stride.* Swing arms forward—1; two hand-circles forward—2-3; swing arms down and backward and lower trunk forward—4.

Digitized by Google

3. Lunge left forward, swing clubs forward and over shoulders—1; two hand-circles forward—2-3; return to starting position—4.
4. *Left forward—Lunge.* Swing clubs over shoulder —1; two hand circles forward—2-3; swing clubs down and backward, bending trunk forward—4. The same right.

Unit 3. 1. Raise arms and left leg forward—1; raise arms upward—2; reverse—3; return—4. The same right.
2. Raise arms fore-upward and left leg forward—1; bend right knee—2; reverse—3; return—4. The same opposite.

Breathing

With raising arms sideward inhale deeply; exhale. Repeat four to six times.

IV. Apparatus Work

Stallbars

1. Side-hang rearways, chinning (as far as the bars will permit).
2. Raise the knees upward as far as possible.
3. Raise the legs forward.
4. Raise the legs forward and then upward as far as possible.

V. A Game

Basketball

By this time the greater part of the pupils should have a fair conception of the game. Arrange a tournament after school hours, having the teams play short games so that all teams in a class may play on a designated day. Have different classes play on different days.

Note—Other assigned work: Triple Standing Broad Jump and Passball Variations.

ASSIGNMENT VIII

I. Tactics

1. *Fall—In. Dress. Count off by fours.*

Digitized by Google

2. While marking time. *Squads left about—March.*
3. *Squads right about—March.*
4. *About—Face*
5. *Left about—Face* (used only in school tactics).

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. After running for a few minutes command: *Common step—March.* Repeat this.

See how long it takes the class to run a half mile at a slow pace. Gradually increase the distance, telling the class how long it took to run the specified distance.

A. Marching Steps

Arrange the class in opened ranks. In executing the following movements the files continually countermarch left when arriving at the end of the gymnasium or yard space. See that the proper distance is kept between the ranks when countermarching.

A. 1. Marching in common step, raising arms forward, up, and lowering forward, down. Two counts to each movement.
2. Alternate eight common steps with eight knee-raising steps.

B. Dancing Steps

B. (a) 1. Glide-polka left and right forward (1-4; 5-8).
2. As 1, obliquely forward left and right.
3. As 2, alternated with eight vigorous marching steps (1-8; 9-16).
4. Cut-hop left backward and right forward (1-4).
5. As 4 (1-4), then glide-polka left forward (5-8); repeat right (9-16).
6. As 5, but obliquely forward.

(b) 1. Double balance-hop left and right (1-3; 4-6).
2. Double balance-hop left (1-3) and three glides left (4-6); repeat right (7-12).
3. As 1, alternated with six running steps forward (1-6; 7-12).

Digitized by Google

4. Mazurka-hop and double balance-hop obliquely forward left (1-6); repeat right (7-12).
5. As 4, alternated with twelve running steps forward (1-12; 13-24).

III. Club Swinging

Unit 1. A1. *Clubs—Up.* Arm-circle left outward—1-2; right—3-4.
2. Arm-circle left inward—1-2; right—3-4.
3. Continuous hand-circles left outward (behind the shoulder).
The same right.
4. *Clubs—Down.* Swing arms sideward—1; swing down in a half-circle, pendulum swing—2; continue eight to ten times.
5. Additional swings. Swing arms sideward with tipping clubs on forearms—1; swing down in a half-circle—2; continue eight to ten times.
6. Swing arms sideward with tipping—1; two hand-circles outward—2-3; swing downward in a half-circle—4; continue six to eight times.
B. *Clubs under arms — Place.* Quickly bend and straighten knees (1-2).

Unit 2. A1. With swinging clubs over shoulders bend upper trunk backward—1; return—2.
B1. *Left forward—Stride.* Swing arms fore-upward—1; bend trunk left—2; reverse—3; return—4.
The same right.
2. *Left forward—Lunge.* Swing arms fore-upward and bend right knee (kneeling right)—1; bend trunk left sideward—2; reverse—3; return—4.
The same opposite.
3. *Jump to side-stride and arms forward—Raise.* Bend trunk fore-downward and swing clubs under arms—1; bend trunk backward and swing clubs over shoulders—2; continue six to eight times.
4. *Clubs—Up.* Arm- and hand-circles left outward twice—(1-2; 3-4); lunge left sideward—5; bend trunk left—6; straighten trunk—7; replace left foot—8.
The same right.

Digitized by Google

5. *Lunge left sideward and clubs—Up.* Arm- and hand-circle left outward twice—(1-2; 3-4); bend trunk left—5; straighten trunk—6; again bend left—7; return to starting position—8.
The same right.

Unit 3. 1. Raise arms forward and left knee forward—1; raise arms upward—2; reverse—3; return—4.
The same right.

2. Raise arms forward and left knee forward—1; raise arms upward and straighten left leg backward —2; reverse—3; return—4.
The same right.

IV. Apparatus Work

High Horizontal Ladder

1. Chinning.
2. Hand traveling backward on the rails.
3. Hand traveling forward on the rails with swinging sideward.
4. Side hang. Raise the knees, then straighten the legs forward.
5. Raise the legs forward.
6. Hand jumping forward on the rails.

V. A Game

Jumping Circle

Quickly divide the class into two circles and play the game. Later put all the good jumpers into one circle and start a new game with those who were eliminated by being touched.

Note—Other assigned games. Three Deep, Riderball and Rabbits, also the Running Broad Jump.

ASSIGNMENT IX

I. Tactics

1. *Fall—In. Dress.*
2. *Mark time four steps and four steps forward—March.*
3. *Mark time four steps and four steps backward—March.*
4. *Face left and four steps forward—March.*
5. *Face right and four steps forward—March.*

Digitized by Google

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. See that the class acquires an "easy step" and that the proper distance is kept; *i. e.,* that the class does not "string out." After running for a few minutes command: *Common step—March.* Repeat this. At times give the command: *About—Face.*

A. Marching Steps

A. 1. March in quick time.
2. Common time with two-movement arm exercises; *e. g.,* raise arms sideward (or forward, etc.), four counts to each movement.

B. Dancing Steps

B. (a) 1. Glide-polka left and right sideward (1-4; 5-8).
2. As 1 (1-8), but alternate with four swing-hops forward (9-16).
3. As 2, but obliquely outward and inward.
4. As 1, alternated with eight vigorous marching steps (1-8; 9-16).

(b) 1. Double balance-hop left (1-3) and a three-step right (4-6), then repeat, beginning right (7-12).
2. As 1, beginning right.
3. As 1, outward and inward.
4. As 1, alternated with twelve running steps (1-12; 13-24).
5. Three mazurka-hops left sideward (1-9) and a double balance-hop turn left (10-12), repeat right sideward (13-24).

III. Club Swinging

Unit 1. A1. *Clubs—Up.* Continuous hand-circles backward (at side of shoulders).
2. Alternate four hand-circles backward with four forward (1-4; 5-8).
(1-4; 5-8).
3. Arm-circle left backward—1-2; right backward—3-4.
4. *Clubs—Down.* Swing arms forward—1; hand-circle backward—2; swing clubs over shoulders—3; swing fore-downward—4.

B. *Clubs under arms—Place.* With raising knees, in place—Run.

Digitized by Google

Unit 2. A1. *Arms fore-upward—Raise.* Bend upper trunk backward—1; return—2.

2. Raise arms sideward and bend upper trunk backward —1; return—2.

B1. Lunge left forward and raise arms forward—1; bend trunk backward and swing clubs over shoulders 2; straighten trunk and hand-circles forward (at shoulders)—3; replace foot and lower arms—4.

The same right.

2. *Left backward—Stride.* Swing arms fore-upward and bend trunk backward—1; straighten trunk and two hand-circles forward (at shoulders)—2-3; swing arms fore-downward and bend trunk fore-downward—4.

3. *Clubs over shoulders—Raise.* Swing arms down and backward—1; swing forward and two hand-circles backward—2-3; swing over shoulders—4; lunge left forward—5; bend trunk forward—6; straighten trunk—7; close the feet—8.

The same right.

Unit 3. 1. Raise left leg backward and arms forward—1; move arms sideward—2; reverse—3; return—4.

The same right.

2. Later lower trunk forward when moving arms sideward.

IV. Apparatus Work

Balance Beams

1. Sidestand frontways. Front vault left; right.
2. Front vault with a quarter turn toward the beam.
3. Mount to a riding seat behind the hands. Dismount with a quarter turn toward the beam.
4. Mount and dismount as in 3 and then a front vault left; right.
5. Front vault left with a quarter turn right followed immediately by a second front vault left.

V. A Game

Captain Dodgeball

The object of the game is for the players on Team A to hit the

Digitized by Google

members of the opposing Team B with a large, hollow ball (basketball), except as noted below.

Divide the players into two teams. Team A is placed on the outer side of the circle, which should be fifty feet in diameter. The members of Team B are scattered around the inside of the circle, their captain being in a small circle in the center. (See diagram.) This circle is 5 feet in diameter.

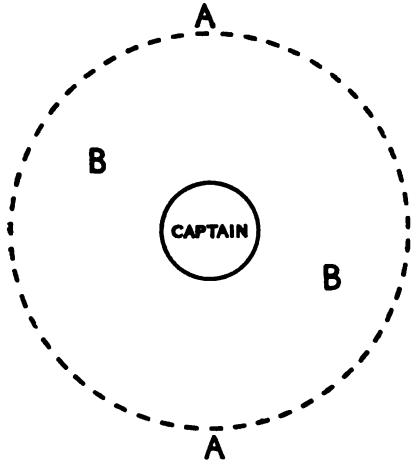


Figure 33

To start the game the referee blows the whistle, at the same time tossing the ball to one of the players on Team A. The players on Team B defend their captain by trying to intercept the thrown ball. This may be done only by raising one's foot so that the ball rebounds from the sole. (Warding off the ball with the forearm may also be used if the foregoing is too strenuous).

If the ball touches any other part of the body of a player on Team B he is out and leaves the circle. If the captain is struck (who may not leave his circle) he remains in the game, but the captain of Team A has the right to pick two players of Team B and put them out. Members of the attacking team must always stand behind the line when throwing. Should a ball roll into the field of play a player of Team A may run in and toss the ball to one of his teammates. At the end of three minutes (or any other specified time) count the number of players remaining on Team B and credit them with so many points.

The sides are then changed and the second half of the game played.

NOTE—Other assigned work: Climbing ropes and the Running Hop, Step and Jump. See that your captains are keeping their records of the track and field events of each member of their team.

Digitized by Google

ASSIGNMENT X

I. Tactics

1. *Fall—In. Dress.*
2. While marking time: In front column formation. *To the rear—March.*
3. In single flank ranks: *Form to the left—March;* also right.

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. Have the class run for two minutes and at times have it face about. *Common step—March.*

A. Marching Steps

Arrange the class in a column of twos.

A. 1. Alternate eight common steps with eight steps on tiptoes.
2. Alternate eight knee-raising steps with eight leg-raising steps.

B. Dancing Steps

B. (c) 1. Schottische-step obliquely forward left and right (1-4; 5-8).
2. Alternate two schottische-steps obliquely forward (1-8) with four swing-hops (9-16).
3. Alternate two schottische-steps (1-8) with eight leaps forward (9-16).

(d) 1. Alternate two balance-steps obliquely outward and inward (1-6) with two swing-hops obliquely outward and inward (7-12).
2. Alternate two balance-steps forward with six leaps forward (1-6; 7-12).
3. As 1, with arms raised sideward and arm-waving (1-12).
4. As 2, but perform cross-balance steps (1-12).

III. Club Swinging

Unit 1. A1. *Clubs—Up.* Double arm-circles outward (1-8); inward (9-16).
2. *Clubs—Up.* Double hand-circles outward (1-8); inward (9-16).

Digitized by Google

3. *Left club—Up.* Arm- and hand-circle outward.
4. *Right club—Up.* Arm- and hand-circle outward.
5. *Clubs—Up.* Double arm- and hand-circles outward.
6. *Left club—Up.* Arm- and hand-circle outward, the hand-circle below in front of body.
7. *Right club—Up.* As 6, but right.

B. *Clubs under arms—Place.* With raising knees, in place—Run.

Unit 2. A. With raising arms sideward and tipping clubs bend upper trunk backward—1; return—2.

B1. *Both arms right sideward—Raise.* Turn trunk left, swing arms down and forward—1; swing over shoulders—2; hand-circles forward—3; return to starting position—4.

The same opposite.

2. As 1, with swinging arms fore-upward—1; bend arms and two hand-circles forward—2-3; return—4.

The same opposite.

3. Swing arms forward and hand-circles backward—1; swing over shoulders and bend trunk backward —2; straighten trunk and hand-circles forward —3; swing down and bend trunk fore-downward—4.

4. *Both arms left sideward*—Raise. Swing arms down and up at right side and stride left forward—1; turn and bend trunk left—2; straighten trunk—3; again bend—4; straighten—5; return to starting position—6

The same opposite.

Unit 3. 1. Raise arms sideward and left leg backward—1; lower trunk forward—2; reverse—3; return 4.

The same right.

2. With raising arms side-upward rise on toes—1; bend knees—2; reverse—3; return—4.

IV. Apparatus Work

Low Horizontal Ladders

1. Sidestand frontways. Mount to a riding seat behind the hands. Place hands in rear and dismount sideward.

2. Mount and dismount as in 1, with a quarter turn toward the ladder.

Digitized by Google

3. Mount and dismount as in 2, followed immediately by another mount to a riding seat, dismount sideward.

4. For strong pupils. Front vault over the ladder; rear vault; also vaults with turns.

V. A Game

Indoor Baseball

Note—Other assigned work: Running High Jump and Endball.

ASSIGNMENT XI

I. Tactics

1. *Fall—In. Dress.*

2. *Mark time four steps, four steps forward and face left—March.*

3. *Four steps forward, mark time four steps and face left—March.*

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. Allow the class to run about three minutes. Face about several times during the run.

Common step—March.

A. Marching Steps

A. 1. *Arms upward — Bend. Common step — March.* Straighten arms forward, swing upward, forward and bend, two steps for each movement.

2. As 1, but begin with straightening sideward.

B. Dancing Steps

B. (a) 1. Two glide-polka-hops obliquely outward and inward (1-8), then face partner, grasp hands and four gallops sideward in the line of march (9-12) and four to the rear (13-16).

2. As 1, but in place of the gallop-steps perform eight leaps forward (9-16).

(c) 1. Schottische-step obliquely left forward and two swing-hops (1-8); repeat obliquely right forward (9-16).

2. Triple balance-turn-hop left (1-4).

Digitized by Google

3. As 2, right.
4. Alternate one schottische-step left forward (1-4) with one triple balance-hop-turn right (5-8).
5. As 4, but beginning right.
6. As 4, alternated with eight leaps forward (1-8; 9-16).

(d) 1. Two cross balance-steps and two swing-hops with arm-waving, on the lines of a square left (1-6; 7-12, four times).
2. As 1, but beginning right.
3. Step and curtsy.
4. Arms raised sideward. Step and curtsy with arm-waving and side-bending of the trunk.

III. Club Swinging

Unit 1. A1. *Clubs—Up.* Double arm-circles inward.
2. *Left Club—Up.* Arm- and hand-circle inward.
3. *Right club—Up.* Arm- and hand-circle inward.
4. *Clubs—Up.* Arm- and hand-circle alternately left and right inward.
5. *Clubs—Up.* Double arm- and hand-circle inward.
6. *Left club—Up.* Arm- and hand-circle inward, the hand-circle below.
7. *Right club—Up.* As 6, but right.

B. *Clubs under arms—Place.* Hop four times on left foot, raising right leg sideward (1-4), then *vice versa* (5-8; repeat six to eight times.

Unit 2. A1. *Clubs—Up.* With straightening arms sideward, bend upper trunk backward—1; return—2.
2. With raising arms side-upward, bend upper trunk backward—1; return—2.

B1. *Stride obliquely left forward and arms obliquely right backward—Raise.* Swing arms down and obliquely left forward and turn trunk left—1; two double hand-circles forward and bend left knee—2-3; return—4.

The same opposite.

2. As B1, but lunge obliquely left forward. Swing arms down and obliquely fore-upward and turn trunk left—1; bend arms and two double hand-circles forward—2-3; return—4.

The same opposite.

Digitized by Google

3. *Jump to a side stride and clubs under arms—Place.* Bend trunk fore-downward—1; backward—2; repeat four to six times.
4. As 2, but bend trunk backward when swinging the arms fore-upward.

Unit 3. 1. With raising arms sideward, raise left leg backward —1; return—2.
The same right.
2. With raising arms forward, bend knees—1; raise arms upward—2; reverse—3; return—4.

IV. Track and Field Work

Fast Running Sprinting

See that your yard is marked so that you can immediately take up the short sprints without loss of time. See that each pupil knows his record for the distance to be covered. Hold your captains responsible for giving this information to each team member.

After two trials end the lesson by a game.

V. A Game

Endball

Play one team against another.

Note—Other assigned work for this period. Stallbars and high horizontal ladders, also the game of indoor baseball. For the game of baseball a tournament should be arranged to occupy all the after-school time until vacation time.

ASSIGNMENT XII

I. Tactics

1. *Fall—In. Dress.*
2. *About face and four steps forward—March.*
3. *Four steps forward and about face—March.*

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. Allow the class to run from three to four minutes. By this time all pupils should be fairly good endurance runners who can easily run 6 to 8 minutes.

Digitized by Google

A. Marching Steps

Arrange the class in a column of twos.

A. 1. Alternate marching in common and quick step.
2. Alternate running, with running with knee-raising.

B. Dancing Steps

B. (a) 1. Alternate two glide-polka-hops forward (1-8), with four cut-hops backward (9-16).
2. As 1, but outward and inward.
3. Alternate two cut-hops sideward (1-4) with four cuts sidward (5-8).
4. Alternate four swing-hops outward and inward (1-8) with four vigorous balance-hops outward and inward (9-16).
5. As 4, with vigorous arm-swinging during the balance-hops.

(c) 1. On a square left, one schottische-step left forward (1-4) with one triple balance-turn right (5-8). The balance-turn in this combination is only three-fourths of a circle. The complete movement has four times eight counts.
2. As 1, but on a square right.

(d) 1. Alternate two cross balance-steps forward (1-6) with two swing-hops (7-12).
2. As 1, outward and inward; also with arm-waving.
3. As 1, alternated with twelve running steps forward (1-12; 13-24).
4. Alternate step and curtsy outward and inward (1-12) with four swing-hops obliquely outward and inward (13-24).
5. Raise arms sideward, as 4, with arm-waving.

III. Club Swinging

Unit 1. A1. *Clubs—Up.* Arm-circle left outward—1-2; right inward—3-4; both to the left twice (5-6; 7-8).
2. The same opposite.
3. Double arm- and hand-circle left.
4. As 3, but right.
5. Double arm- and hand-circle left, the hand-circle below.

Digitized by Google

6. As 5, but right.
7. Double arm-circles left with double hand-circles below and behind shoulders (1-3).
8. As 7, but right.

NOTE—Further progressions in difficulty are:

1. The hand circles below, combined with double-arm circles outward as well as inward.

2. The hand circles above, swung in front of the arms, with arms straight upward (or sideward).

3. As 2, with the hand-circles swung behind the straight arms.

4. With hand-circles swung in front and behind the hips. And lastly, combination of two or more of the above.

B. *Clubs under arms—Place.* Hop four times on left foot, raising right leg forward (1-4), then *vice versa* (5-8); repeat six to eight times.

Unit 2. A. *Clubs—Up.* Straighten arms sideward—1; bend upper trunk backward and raise arms upward—2; reverse—3; return—4.

B1. *Clubs—Up.* Lunge left sideward and straighten arms upward—1; double arm-circles left and bend trunk left—2; straighten trunk—3; again bend trunk—4; straighten—5; return to starting position—6.

The same right.

2. *Clubs—Up.* Lunge left sideward and straighten arms upward—1; double arm-circles right and bend trunk right—2; reverse—3; return—4.

The same opposite.

3. *Clubs under arms—Place.* Alternately bend the trunk forward and backward (1-2; 3-4).

4. *Clubs—Up.* Lunge left sideward with double arm- and hand-circles left—1-2; another double arm- and hand-circle left with replacing left foot—3-4.

The same right sideward.

5. As 4, but in opposite direction; *i. e.,* lunge left and circle right; also *vice versa.*

NOTE—Arm- and hand-circles in all directions may be combined with lunging, striding, kneeling, trunk bending, marching a given number of steps forward, sideward or backward, also with alternations of the above, giving many valuable and useful com-

Digitized by Google

binations. Never, however, sacrifice effectiveness for mere variety.

Unit 3. 1. With raising arms fore-upward raise left leg backward and lower trunk forward—1; return—2.
2. With raising arms sideward bend knees—1; raise arms upward—2; reverse—3; return—4.

IV. Track and Field Work

Basketball Far Throw

See that your yard is marked off so that each pupil's throw can immediately be recorded by the captain of his team. After giving each pupil three throws quickly assemble all for a game.

V. A Game

Indoor Baseball

While this game should be the most prominent one at this time of the year, do not overlook the value of an occasional change. When the opportunity presents itself take up one of the gymnastic games or a variation of baseball like foot-baseball or pinball. Also on rainy days take up work on the balance beams or the low horizontal ladder.

Digitized by Google

THIRD YEAR—FIRST TERM

ASSIGNMENT I

I. Tactics

1. *Fall—In. Right—Dress. Count off by fours.*
2. While marking time: *Squads left—March.*
3. *Squads right—March.*

II. Running. Rhythmic Steps

Fall—In. Right—Face. Running, forward—Run. Work for an easy step. See that the leaders do not take steps too fast, nor too long. After running for about a minute command: *Common step—March.* Repeat this several times.

A. Marching Steps

Arrange the class in open order. The marching steps are to be performed in an open formation, each file countermarching left as soon as it arrives at the confines of the yard space reserved for this work.

1. Alternate marching in common step and in quick step, changing upon command.

2. Marching in common step, raising the arms forward, up, and lowering them forward, down. At first have each movement performed on the first of every four counts, later on the first of every two counts.

B. Dancing Steps

(a) 1. Cut-hop sideward left and right (1-2; 3-4).
2. Perform 1 twice left and right and then alternate with eight marching steps (1-16)).
3. Cut-hop sideward left and right (1-4), then four cuts left and right (5-8).
4. Perform 3, then take eight marching steps (1-16).
5. As 4, but eight skip-steps (1-16).
6. As 4, but eight leaps forward (1-16).

Digitized by Google

(b) 1. Mazurka-hop obliquely left forward, hands at waist (1-3).
2. As 1, to the right.
3. Three mazurka-hops obliquely left forward and a three-step (1-12); repeat right (13-24).

III. Free Exercises

Arrange the class in open order.

Unit 1. A. *Arms upward—Bend.* Alternately straighten the arms upward and sideward (1-2; 3-4).
B. *Hands on hips—Place.* Alternately and quickly raise the left and right knee forward (1-2).

Unit 2. A. *Arms sideward—Raise.* Bend upper trunk backward —1; return—2.
B1. *Hands on hips—Place.* Lower trunk forward—1; raise—2.
2. *Arms to thrust—Bend.* Lunge left forward and thrust upward—1; lower trunk forward and arms sideward—2; reverse—3; return—4.
The same right forward.
3. *Lunge left forward, lower the trunk forward* (in line with right leg—fall out left forward) and *arms to thrust—Bend.* Thrust upward—1; return—2.
The same right forward.

Unit 3. 1. *Hands in rear—Grasp.* With bending trunk backward, raise the left leg forward—1; return—2.
The same right.
2. *Hands on hips—Place.* Raise heels—1; bend knees —2; reverse—3; return—4.

Breathing

With raising arms sideward, inhale deeply, exhale. Repeat several times.

IV. Track and Field Work

For the year's work see page 31.

Triple Standing Broad Jump

Have each team perform three or four jumps. Get the best jump, the medium jump and the poorest jump of each team. Im-

Digitized by Google

press upon the poorer jumpers that they must practice this jump whenever they have a chance so as to show a decided improvement at the end of the term. See that the team captains keep a record of the performances of each team member in each one of the standard events. Post the best results made in each event in a conspicuous part of the gymnasium.

V. A Game

For the year's work see page 28.

Battleball

Note—Additional work assigned for this period: Stallbars and the Standing Broad Jump.

ASSIGNMENT II

I. Tactics

1. *Fall—In. Dress. Count off by fours.*
2. While marking time: *Squads left about—March.*
3. *Squads right about—March.*
4. *About—Face.*
5. *Left about—Face.*

II. Running. Rhythmic Steps

Fall—In. Right—Face. Running, forward—Run. Allow the class to run for about two minutes. Measure off 220 yards; at times have the class run this distance, telling how long it took them. Do not attempt speed running.

A. Marching Steps

Arrange the class in open order. In marching the files countermarch left and right.

1. *Arms to thrust—Bend.* Thrust forward and again bend the arms, one movement on every step. Thrust sideward, also upward.

2. Alternate eight common steps with eight knee-raising steps.

B. Dancing Steps

(a) 1. Glide-polka left and right forward (1-4; 5-8).

Digitized by Google

2. As 1, alternating with eight marching steps.
3. Cut-hop left backward and right forward (1-4); repeat (5-8).
4. As 3, alternating with eight glides (four left and four right), (1-16).

(b) 1. Double balance-hop left and right (1-3; 4-6).
2. As 1, alternating with six marching steps (1-12).
3. Mazurka-hop and double balance-hop obliquely forward left (1-6) repeat right (7-12).
4. As 3, alternating with twelve leaping steps forward (1-24).

III. Free Exercises

Arrange the class in open order.

Unit 1. A1. *Arms to thrust—Bend.* Thrust upward and sideward alternately (1-4).

2. *Hands—Clinch.* Swing arms sideward—1; bend to strike—2; reverse—3; return—4.

B. *Hands on hips—Place.* Quickly bend and straighten knees (1-2).

Unit 2. A. *Hands—Clinch.* With raising arms side-upward, bend upper trunk backward—1 return—2.

B1. Lunge left sideward and bend arms to thrust—1; straighten arms upward and bend trunk right—2; reverse—3; return—4.

The same opposite.

2. *Arms to thrust—Bend.* Lunge left sideward and thrust sideward—1; bend trunk right and bend arms to strike—2; reverse—3; return—4.

The same opposite.

3. *Hands on hips—Place.* Bend trunk fore-downward —1; return—2.

4. *Jump to a side stride. Bend trunk left and hands on hips—Place.* Straighten the right arm upward —1; return—2.

The same exercise opposite.

Unit 3. 1. *Hands on hips—Place.* Raise left knee forward—1; straighten arms upward and left leg sideward—2; reverse—3; return 4.

2. Raise arms and right leg forward—1; move arms sideward and raise right knee forward—2; reverse —3; return—4.

Digitized by Google

Breathing

With raising arms side-upward inhale deeply; exhale. Repeat several times.

IV. Track and Field Work

Running Broad Jump

Arrange this jump like the triple jump and see how many pupils fall below the age requirements. See that the captains keep after these.

V. Apparatus Work

High Horizontal Ladder

1. Chinning.
2. Crosshang on beams; hand jumping forward; later backward.
3. Raise the knees, straighten legs forward, then lower them.
4. Raise the straight legs forward.
5. Traveling on the rounds, skipping one or more.

Note—Additional work assigned for this period: Three Deep, Riderball (for boys), Jumping Circle and Rabbits.

ASSIGNMENT III

I. Tactics

1. *Fall—In. Dress.*
2. *Mark time four steps and four steps forward—March.*
3. *Mark time four steps and four steps backward—March.*
4. *Face left and four steps forward—March.*
5. *Face right and four steps forward—March.*

II. Running. Rhythmic Steps

Fall—In. Right—Face. Running, forward—Run. Allow the class to run from three to four minutes. Measure off 440 yards and at times tell the class how long it took them to run this distance. This should not be speed running, but an attempt to get every one in the class to run this distance easily and at a comfortable pace.

Digitized by Google

A. Marching Steps

The class is arranged in a column of twos.

1. March in quick time with a vigorous swinging of arms.
2. *Arms to thrust—Bend.* While marching in common time, thrust forward, swing the arms upward, lower them forward and bend to thrust, a movement on the first of each two counts.

B. Dancing Steps

(a) 1. Glide-polka left and right sideward (1-4; 5-8).
2. Four jumps in place, on 1 jumping to a side stride position, on 2 closing the feet (1-8).
3. Combine 1 and 2 (1-16).
4. As 3, but crossing the legs left in front when jumping from the side stride position (1-16).
5. As 4, with swinging the arms sideward when jumping to the side-stride position (1-16).

(b) 1. Double balance-hop left (1-3) and a three-step right (4-6); then repeat, beginning right (7-12).
2. As 1, alternating with twelve leaps forward (1-24).
3. Three mazurka-hops left sideward (1-9) with a double balance-hop turn left (10-12); repeat right sideward.
4. Four jumps in place, on 1 jump to a side stride, on 2 jump and cross left leg in front, on 3 jump and close feet (1-12).
5. Alternate movement 3 left sideward with 4 (1-24); then repeat the whole to the right.

III. Dumbbell Exercises

Arrange the class in open order.

Unit 1. A. *Arms to thrust—Bend.* Thrust right upward and left downward—1; return—2; *vice versa*—3; return—4.

B. *Bells on hips—Place.* Alternately and quickly raise the left and right knee fore-upward (1-2).

Unit 2. A1. *Bells fore-upward—Raise.* Bend upper trunk backward and slowly bend arms to thrust—1; return—2.

2. As 1, but lower the arms sideward—1; return—2.

Digitized by Google

B1. *Arms to thrust—Bend.* Lunge left forward and thrust upward—1; bend trunk backward and lower arms sideward—2; reverse—3; return—4.
The same right.
2. *Jump to a side-stride. Lower trunk forward and arms to thrust—Bend.* Thrust left downward—1; bend left and thrust right downward—2; continue rapidly eight to ten times.
3. *Left backward—Stride. Bend trunk backward and bells fore-upward—Raise.* Lower the arms sideward—1; return—2.

Unit 3. 1. Raise left leg backward and arms forward—1; move arms sideward—2; reverse—3; return—4.
The same right.
2. As 1, but lower the trunk forward when moving the arms sideward.

Breathing

Marching in common step, inhaling during four steps and exhaling during four steps. Later increase to five and to six steps.

IV. Apparatus Work

Climbing Ropes

1. Climb up on one rope, come down hand over hand.
2. Between two ropes, chinning.
3. Between two ropes, bent hang and short swing.
4. Between two ropes, turn over backward with bent knees.

V. A Game

Progressive Dodgeball

In this game keep the regular teams together. Eliminate the poorer teams and play the final game between the winners.

Note—Additional work assigned for this period: Balance Beams and the Running Hop, Step and Jump.

ASSIGNMENT IV

I. Tactics

1. *Fall—In. Dress.*
2. While marking time: In front column formation, *To the rear—March.*

Digitized by Google

3. Additional school tactics: In single flank ranks, *Form to the left—March;* also right.

II. Running. Rhythmic Steps

Right—Face, Running, forward—Run. Allow the class to run four minutes. At times allow the pupils to run the 440 yards at a slightly increased cadence.

A. Marching Steps

Arrange the class in a column of twos.

1. Alternate eight common steps with eight steps on tip toe.
2. *Arms to thrust—Bend.* While marching thrust left sideward and right upward, and then right sideward and left upward, performing two steps to each movement.
3. Alternate eight knee-raising steps with eight leg-raising steps.

B. Dancing Steps

(c) 1. Schottische-step obliquely forward left and right (1-4; 5-8).
2. As 1, alternating with eight running steps (1-16).
3. Alternate two schottische-steps obliquely forward (1-8) with four swing-hops (9-16).
4. Alternate four swing-hops (1-8) with eight running steps (9-16).

(d) 1. Alternate two balance-steps obliquely left and right (1-6) with two swing-hops forward (7-12).
2. Alternate two double balance-hops left and right (1-6) with six leaps (7-12).
3. As 2 raising the left arm obliquely forward upward and the right arm sideward when hopping left and *vice versa* right (1-6), and the hands on hips when leaping (7-12).

III. Dumbbell Exercises

Arrange the class in open order.

Unit 1. A1. *Arms to thrust—Bend.* Thrust alternately upward and sideward (1-4).
2. Arms at side. Swing arms side-upward—1; lower—2.

Digitized by Google

B. *Bells on hips—Place.* Quickly bend and straighten knees (1-2).

Unit 2. A. With raising arms sideward bend upper trunk backward—1; return—2.

B1. *Stride left forward and arms to thrust—Bend.* Bend trunk left and thrust upward—1; return—2.

The same right.

2. *Lunge left forward and arms to thrust—Bend.* Thrust sideward—1; turn trunk left—2; reverse—3; return—4.

The same right.

3. *Jump to a side stride and arms to thrust—Bend.* Bend trunk fore-downward and thrust downward—1; return—2.

4. *Stride left forward and arms to thrust—Bend.* Turn trunk left and thrust sideward—1; bend trunk left and swing right arm upward—2; reverse—3; return—4.

The same opposite.

Unit 3. 1. *Bells on hips—Place.* Raise left leg sideward—1; move it backward—2; lower the trunk forward—3; position—4.

The same right.

2. *Arms to thrust—Bend.* Thrust sideward and rise on toes—1; bend knees and raise arms upward—2; reverse—3; return—4.

Breathing

Common step, raising the arms side-upward, inhaling during six steps; lowering the arms and exhaling during four steps.

IV. Apparatus Work

Low Horizontal Ladder

1. Side-stand frontways. Front vault mount to a straddle seat behind the hands. Dismount to the right side with a quarter turn left.

2. As 1, after the dismount immediately repeat the mount and dismount.

3. Front vault over the ladder.

4. As 3, with a quarter turn toward the ladder.

5. As 4, then immediately mount as in 1.

Digitized by Google

V. A Game

Prisoners' Base

Keep the regular teams together in this game. Make the captains responsible for the placing of the players.

Note—Additional work assigned for the period: Running High Jump and Goal Throw.

ASSIGNMENT V

I. Tactics

1. *Fall—In. Dress.*
2. *Mark time four steps, four steps forward and face left—March.*
3. *Four steps forward, mark time four steps and face left—March.*

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. Allow the class to run from five to six minutes. Measure off a half mile and tell the class how long it took to run this distance. After some practice increase the cadence slightly, but never attempt speed running as a class exercise.

A. Marching Steps

Arrange the class in a column of twos.

1. *Arms to thrust—Bend.* While marching in common step thrust sideward, swing arms upward, lower arms sideward and bend to thrust, a movement on the first of each two steps (1-8).
2. Alternate eight common steps with eight knee-raising steps.

B. Dancing Steps

(a) 1. Two glide-polkas obliquely forward left and right (1-8), then eight marching steps (9-16).

(c) 1. Schottische-step obliquely left and right forward (1-8), then eight running steps forward (9-16).

2. As 1, but four swing-hops forward in place of the running (9-16).

3. As 1, but a triple balance-hop turn left and right (9-16).

Digitized by Google

(d) 1. Two cross balance-steps (1-6) and two double balance-hops (7-12).

2. As 1, with arm swings during the balance-hops, the left arms fore-upward, the right arm sideward when hopping left, and *vice versa* when hopping right.

III. Wand Exercises

Arrange the class in open order.

Unit 1. A1. Vigorously swing the arms fore-upward—1; lower—2.

2. Swing the wands over the head and behind the shoulders—1; return—2.

B1. *Wands behind shoulders—Place.* Hop alternately three times left and right (1-3; 4-6), raising the opposite leg sideward.

2. As 1, but raising the free leg forward, also backward.

Unit 2. A1. *Arms to thrust—Bend.* With thrusting upward bend upper trunk backward—1; return—2.

2. As 1, but stride left forward (1-2).

B1. Swing arms fore-upward—1; lower backward downward—2; reverse—3; return—4.

2. Stride left forward and swing arms fore-upward—1; turn trunk left and lower wand behind shoulders—2; reverse—3; return—4.

The same right.

3. *Jump to a side-stride, bend arms to thrust and trunk forward—Bend.* Thrust downward—1; return—2.

4. *Stride left forward and arms forward—Raise.* Turn trunk left and swing wand left upward at left side—1; return—2.

Same exercise right.

Unit 3. 1. Raise left leg backward and arms fore-upward—1; lower trunk forward—2; position—3.

The same right.

2. Bend knees and raise arms forward—1; raise arms upward—2; reverse—3; return—4.

Breathing

Inhale deeply, raising the arms fore-upward. When exhaling see that as much as possible of the residual air is forced from the lungs.

Digitized by Google

IV. Apparatus Work

Stallbars

1. Hanging rearways. Grasp the highest bar, bend arms (chinning), as far as possible.
2. Hanging rearways. Raise the knees as high as possible.
3. Raise the knees, then straighten legs forward.
4. Raise and lower the straight legs.
5. Lying frontways on the benches, trunk exercises augmented by arm positions.

V. A Game

Valleyball

Use all pupils for the game, but let the teams remain together.

Note—Additional work assigned for this period: High Horizontal Ladders, Short Sprints and Basketball. In Basketball see that those players who are not proficient are placed in charge of a good player of this team who is to instruct them and bring them up to the average.

ASSIGNMENT VI

I. Tactics

1. *Fall—In. Dress.*
2. *About face and four steps forward—March.*
3. *Four steps forward and about face—March.*

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. Allow the class to run about eight minutes. Measure off one mile. At times have the class run this distance at a leisurely pace; tell them how long it took them to run a mile. At times slightly increase the cadence, but do not allow speed running.

A. Marching Steps

Arrange the class in a column of twos.

1. Alternate marching in common step and in quick step.
2. Alternate eight steps marching on the toes with eight knee-raising steps.

Digitized by Google

B. Dancing Steps

(a) 1. Alternate two glide polka-hops forward (1-8) with eight marching steps (9-16).
2. As 1, but with four cut-hops backward (9-16).
3. Alternate two cut-hops sideward—(1-4) with four jump-steps in place (5-8).
4. As 3, but with four cuts sideward (5-8).

(c) 1. Alternate two schottische steps forward (1-8) with two triple balance-hops forward (9-16).
2. Two triple balance-hops forward (1-8) with eight leap-steps forward (9-16).
3. Same as 2, with arm raising left obliquely forward upward and right sideward, and *vice versa* (1-8), and arms sideward during the leaping steps (9-16).

(d) 1. Alternate two cross balance-steps obliquely forward (1-6) with six running steps (7-12).

III. Wand Exercises

Arrange the class in open order.

Unit 1. A1. *Arms to thrust—Bend.* Thrust alternately forward and upward (1-4).
2. Raise the wand left upward, at left side—1; raise both arms upward—2; lower the left hand, wand right upward, at right side—3; lower the arms—4.
3. As 2, beginning right (right, up, left, down), (1-4).
B. *Wand behind shoulders—Place.* Jump to a side stride—1; jump crossing left in front—2; position—3; repeat ten to fifteen times. Later add a slight knee bending on the first count. At times change to right in front.

Unit 2. A1. *Wand fore-upward—Raise.* Bend upper trunk backward—1; return—2.
2. As 1, from the fall-out forward.
B1. *Arms to thrust—Bend.* Lunge left sideward and raise arms left sideward—1; bend trunk right and raise wand left upward (at left side)—2; reverse—3; return—4.
2. *Arms to thrust—Bend.* Fall-out left forward—1; thrust upward—2; reverse—3; return—4.
The same right.

Digitized by Google

3. *Stride left sideward and arms fore-upward—Raise.* Bend the trunk left—1; sway to the right—2; continue left and right (1-2).
4. *Jump to a sidestride and arms to thrust—Bend.* Bend trunk fore-downward and thrust downward—1; return—2.

Unit 3. 1. Raise the arms fore-upward—1; lower the trunk forward and raise the left leg backward—2; position—3.

The same right.

2. Bend knees and raise the arms fore-upward—1; lower the wand behind the shoulders—2; reverse—3; return—4.

Breathing

Common step, inhaling and exhaling during a specified number of steps.

IV. Apparatus Work

Balance Beam

1. Walking forward on the beam with added leg movements.
2. As 1, but walking backward.
3. Side stand frontways. Front vault with a quarter turn toward the beam.
4. Rear vault.
5. As 4, with a quarter turn toward the beam.

V. A Game

Indoor Baseball

Note—Additional work assigned for this period: Low Horizontal Ladder, Basketball Far Throw, Pinball and Basketball.

Digitized by Google

THIRD YEAR—SECOND TERM

ASSIGNMENT VII

I. Tactics

1. *Fall—In. Right—Dress. Count off by fours.*
2. While marching forward: *Squads left—March.*

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. From a run of about two minutes gradually increase the time to about eight minutes. At times have the class run specified distances in a specified time, based upon their performances during the first term.

A. Marching Steps

Arrange the class in open order. The marching steps are to be performed in an open formation, each file countermarching left as soon as it arrives at the confines of the yard space reserved for this work.

1. Alternate marching in common step and in quick step, changing upon command.
2. Marching in common step, raising the arms forward, up and lowering them forward, down. At first have each movement performed on the first of every four counts, later on the first of every two counts.

B. Dancing Steps

(a) 1. Cut-hop sideward left and right (1-2; 3-4).
2. Perform 1 twice, left and right and then alternate with eight marching steps (1-16).
3. Cut-hop sideward left and right (1-4), then four cuts left and right (5-8).
4. Perform 3, then follow with eight marching steps (1-16).
5. As 4, but follow with eight skip-steps (1-16).
6. As 4, but follow with eight running leap steps (1-16).

(b) 1. Mazurka-hop obliquely left forward, hands at waist (1-3).

Digitized by Google

2. As 1, to the right.
3. Three mazurka-hops obliquely left forward and a three-step (1-12); repeat right (13-24).

III. Club Swinging

Arrange the class in open order.

Unit 1. A1. *Clubs—Up.* Continuous hand circles forward-swing (1-2; 1-2, etc.).
2. As 1, but hand circles backward.
3. *Clubs—Up.* Arm circle left forward (1-2); right forward (3-4); both arms forward (5-6).
4. Half circles (pendulum swings), forward and backward, also sideward in front of the body (1-2).
B. *Clubs on shoulders—Place.* Alternately and quickly raise the left and right knee forward (1-2).

Unit 2. A. *Clubs fore-upward—Raise.* Bend upper trunk backward—1; return—2.
B1. *Clubs—Up.* Swing arms fore, down, and backward —1; swing clubs over shoulders—2; two hand circles forward (at side of shoulders (3-4); then continue (1-4).
2. *Grasp clubs in the middle and arms for thrust—Bend.* Bend trunk fore-downward and thrust downward —1; return—2.
3. Stride left forward and swing arms fore-upward—1; lower trunk forward and arms sideward—2; reverse—3; return—4.
4. *Clubs—Up.* Arm and hand circle left forward (1-2); continue.
5. As 4, but right arm, then alternately; then both.

Unit 3. 1. Raise arms and left leg forward—1; raise arms upward and bend right knee—2; reverse—3; return —4.
The same opposite.
2. As 1 but moving left leg sideward when raising arms.
The same opposite.

Breathing

With raising arms sideward, inhale deeply. Repeat four to six times.

Digitized by Google

IV (a). Apparatus Work

Stall Bars

1. Hanging rearways from the uppermost round, bend the arms as far as possible.
2. Hanging rearways, raise and lower the straight legs.
3. On the benches lying frontways: Trunk exercises augmented by arm positions.
4. On the benches lying rearways: Trunk exercises augmented by arm positions.

IV. (b). A Game

Passball Variations

Play one team against another, gradually eliminating the poor teams.

Note—Additional work assigned for this period: Triple Standing Broad Jump and Basketball.

ASSIGNMENT VIII

I. Tactics

1. *Fall—In. Dress. Count off by fours.*
2. While marching forward: *Squads left about—March.*
3. *Squads right about—March.*
4. *To the rear—March.*

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. The pupils by this time should be able to run eight minutes without any great effort. They also should be able to run 440 or 880 yards in good form, and at a fair cadence.

A. Marching Steps

Arrange the class in open order. In marching, the files countermarch left and right.

1. *Arms to thrust—Bend.* Thrust forward and again bend the arms, one movement on every step. Thrust sideward, also upward.
2. Alternate eight common steps with eight knee-raising steps.

Digitized by Google

B. Dancing Steps

(a) 1. Glide-polka left and right forward (1-4; 5-8).
2. As 1, followed by eight marching steps.
3. Cut-hop left backward and right forward (1-4); repeat (5-8).
4. As 3, followed by four glides left (5-8). The same right.

(b) 1. Double balance-hop left and right (1-3; 4-6).
2. As 1, followed by six marching steps (1-12).
3. Mazurka-hop and double balance-hop obliquely forward left (1-6); repeat right (7-12).
4. As 3, followed by twelve leaps forward (1-24).

III. Club Swinging

Arrange the class in open order.

Unit 1. A1. *Clubs—Up.* Continuous hand circles left outward, behind the shoulder (1-2; 1-2).
The same right outward.
2. Instead of swinging the hand circles behind the shoulders swing them below, in front of the body, the arm being extended.
3. *Clubs—Up.* Arm circle left outward (1-2); right (3-4); both 5-6.
4. As 3, but inward (1-6).
5. Pendulum swings from side to side both arms moving together (1-2).
6. Additional swings. *Raise both arms right sideward—Raise.* Pendulum swing left—1; tip clubs on fore-arms—2; repeat right (3-4).
7. Pendulum swing forward with tipping clubs on fore-arms—1; two hand-circles forward (2-3); swing down and backward—4.
B. *Clubs under arms—Place.* Quickly bend and straighten knees (1-2).

Unit 2. A. With swinging clubs over shoulders bend upper trunk backward—1; return—2.
B1. *Clubs—Up.* Straighten arms upward and lunge left sideward—1; two double arm circles left (2-3); position—4.
The same right.

Digitized by Google

2. *Clubs—Up.* Straighten arms upward and lunge left sideward—1; double arm circle left and bend trunk left—2; reverse—3; return—4.
The same right.
3. As 2, but swaying from side to side several times before returning to the starting position.
4. *Clubs up and left forward—Lunge.* Straighten arms sideward (clubs in line with arms) and bend trunk left—1; bend trunk right—2; reverse—3; return—4.
The same opposite.

Unit 3. 1. Raise the arms right and the left leg left sideward—1; raise the arms upward and bend the right knee—2; reverse—3; return—4.
The same opposite.
2. As 1, but instead of raising the arms move them left sideward.

Breathing

With raising arms sideward, inhale deeply. Repeat four to six times.

IV. Apparatus Work

High Horizontal Ladder

1. Side-hang, facing inward. Chinning.
2. Side-hang, facing outward; under grip. Raise the knees and straighten the legs upward.
3. As 2 and pull-up, lying on top of the ladder (for strong pupils).
4. Cross-hang on beams. Hand-jumping forward; later backward.
5. Traveling forward on the rounds, skipping one or more.

V. A Game

Riderball (for Boys) *Jumping Circle (for Girls)*

Note—Additional work assigned for this period: Running Broad Jump, and the games Three Deep, Rabbits and Basketball.

Digitized by Google

ASSIGNMENT IX

I. Tactics

1. *Fall—In. Dress.*
2. *While marching forward, four steps forward and face left —repeated four times—March* (marching in a square left).
3. *Four steps forward and face right, repeated four times—March* (begin with the right foot).

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. Allow the class to run for eight minutes. At times command "About—Face." If running has been practiced regularly the class should be able to run a mile in good form without any effort.

A. Marching Steps

The class is arranged in a column of twos.

1. March in quick time with a vigorous swinging of arms.
2. *Arms to thrust—Bend.* While marching in common time, thrust forward, swing the arms upward, lower them forward and bend to thrust, a movement on the first of each two steps.

B. Dancing Steps

(a) 1. Glide-polka left and right sideward (1-4; 5-8).
2. Four jumps in place, on 1 jumping to a side stride position on 2 closing the feet (1-8).
3. Combine 1 and 2 (1-16).
4. As 3, but crossing the legs left in front when jumping from the side-stride position (1-16).
5. As 4, with swinging the arms sideward when jumping to the side stride position (1-16).

(b) 1. Double balance-hop left (1-3) and a three-step right (4-6); then repeat, beginning right (7-12).
2. As 1, followed by twelve leaps forward (1-24).
3. Three mazurka-hops left sideward (1-9) with a double balance-hop turn left (10-12); repeat right sideward.
4. Four jumps in place, on 1 jump to a side stride, on 2 jump and cross left leg in front, on 3 jump and close feet (1-12).

Digitized by Google

III. Club Swinging

Arrange the class in open order.

Unit 1. A1. *Clubs—Up.* Continuous hand circles backward (1-2, 1-2, etc.). Perform these circles at the side of the shoulders also with the arms extended forward, and also with the arms extended downward.

2. *Clubs—Up.* Arm circles backward left (1-2); right (3-4); both (5-6).

3. Swing arms forward—1; two hand-circles backward (2-3); lower the arms and swing them backward —4.

4. Swing arms forward—1; two hand-circles backward (2-3); two hand-circles forward (4-5); lower the arms and swing them backward—6.

B. *Clubs under arms—Place.* Quickly and alternately raise left and right leg forward (1-4).

Unit 2. A. *Arms sideward—Raise.* With raising arms upward bend upper trunk backward—1; return—2.

B1. Lunge left forward and raise arms fore-upward—1; bend trunk backward—2; reverse—3; return—4.

2. As 1, with lowering arms sideward when bending backward.

The same right.

3. *Left backward-stride.* Swing clubs over shoulders and bend trunk backward—1; straighten trunk and two hand-circles forward (2-3); swing arms fore-downward and lower trunk forward—4.

4. *Grasp clubs in center and arms to thrust—Bend. Jump to a side-stride and lower trunk forward —1.* Thrust downward alternately left and right (1-4).

Unit 3. 1. Raise the left leg backward and the arms sideward—1; raise the arms upward—2; reverse—3; return—4.

The same right.

2. As 1, lowering the trunk forward when raising the arms.

The same right.

Breathing

Marching in common step, inhaling and exhaling during a specified number of steps.

Digitized by Google

IV. Apparatus Work

Climbing Ropes

1. Climb up on one rope and come down on the next.
2. Between two ropes. Turn over backward and return.
3. Between two ropes. Pendulum swing between two ropes. Bent-arm hang. Jump forward for height (over a rope placed between the jump standards).
4. Attempts at climbing hand over hand.

V. A Game

Progressive Dodgeball

Note—Additional work assigned for this period: Balance Beam, Running Hop, Step and Jump and Basketball.

ASSIGNMENT X

I. Tactics

School tactics. Class arranged in single front ranks.

1. *Fall—In. Dress.*
2. *Quarter wheel left and face left—March. Form to the left—March.*
3. *Quarter wheel right and face right—March. Form to the right—March.*

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. Run for eight minutes. Vary the exercise by facings, by running in figures, etc.

Do not neglect to run specified distances in specified time.

A. Marching Steps

Arrange the class in a column of twos.

1. Alternate eight common steps with eight steps on the toes.
2. *Arms to thrust—Bend.* While marching, thrust left sideward and right upward, and then right sideward and left upward, a movement on the first of each two steps.
3. Alternate eight knee-raising steps with eight leg-raising steps.

Digitized by Google

B. Dancing Steps

(c) 1. Schottische-step obliquely forward left and right (1-4; 5-8).
2. As 1, followed by eight running steps (1-16).
3. Alternate two schottische-steps obliquely forward (1-8) with four swing-hops (9-16).
4. Alternate four swing-hops (1-8) with eight running steps (9-16).

(d) 1. Alternate two balance-steps obliquely left and right (1-6) with two swing-hops forward (7-12).
2. Alternate two double balance-hops left and right (1-6) with six leaping steps (7-12).
3. As 2, raising the left arm obliquely forward upward and the right arm sideward when hopping left and *vice versa* right (1-6) and the hands on hips when leaping (7-12).

III. Club Swinging

Arrange the class in open order.

Unit 1. A1. Horizontal hand circles under the arm. *Raise the left arm and club forward* (knuckles up). The club is held by the knob and hangs downward. Continuous hand circles outward (1-2, 1-2, etc.).
The same exercise right, then both.
The same exercise inward first left; then right, later with both.
2. *Clubs—Up.* Double arm and hand circles outward (1-2).
The same inward. Later swing the hand circles below in front.
3. *Clubs—Up.* Double arm and hand circles left (1-2); then right.
B. *Clubs under arms—Place.* Quickly bend and straighten knees (1-2).

Unit 2. A. With raising arms sideward and tipping clubs, bend upper trunk backward—1; return—2.
B1. *Stride obliquely left forward and arms sideward—Raise.* Turn trunk left—1; bend trunk left—2; reverse—3; return—4.
The same right.

Digitized by Google

2. As 1, raising the right arm upward when bending left (1-4).
3. *Jump to a side stride and arms fore-upward—Raise.* Turn trunk left—1; sway from left to right (2-7); return—8.
The same exercise right.
4. Swing arms forward and two hand-circles backward (1-2); swing over shoulders and bend trunk backward—3; straighten trunk and two hand-circles forward (4-5); swing down and bend trunk fore-downward—6; swing upward and straighten trunk—7; position—8.

Unit 3. 1. Raise arms fore-upward and left leg backward—1; lower arms sideward and raise left knee forward—2; straighten left leg forward—3; position—4.
The same right.
2. Raise left leg backward, lower trunk forward and raise arms sideward—1; return—2.
The same right.

Breathing

Inhale, raising arms side-upward; exhale. Repeat several times.

IV. Apparatus Work

Low Horizontal Ladder

1. Side stand frontways. Front vault mount to a straddle seat behind the hands. Change position of hands to the rear and rear vault dismount.
2. Rear vault mount to a straddle seat in front of hands. Rear vault dismount.
3. Front vault.
4. Rear vault.
5. As 3 and 4 with quarter and half turns toward the ladder.

V. A Game

Endball

The pupils by this time should be able to pass a basketball quickly and accurately so that the game of endball should give them much exercise and amusement.

Digitized by Google

NOTE—Additional work assigned for this period: Running High Jump and Indoor Baseball.

ASSIGNMENT XI

I. TACTICS

Additional school tactics. Class arranged in single front ranks.

1. *Fall—In. Dress.*
2. *Half wheel left and face left—March.*
3. *Half wheel right and face right—March.*

II. RUNNING. RHYTHMIC STEPS

Right—Face. Running, forward—Run. Run for eight minutes. Run the recognized distances. In the short distances increase the effectiveness of the exercise by asking for different arm positions during part of the run, or by raising the knees high while running.

A. Marching Steps

Arrange the class in a column of twos.

1. Arms to thrust—Bend. While marching in common step thrust sideward, swing arms upward, lower arms sideward, and bend to thrust, a movement on the first of each two steps (1-8).
2. Alternate eight common steps with eight knee-raising steps.

B. Dancing Steps

(a) 1. Two glide-polkas obliquely forward left and right (1-8), then eight marching steps (9-16).

(c) 1. Schottische-step obliquely left and right forward (1-8), then eight running steps forward (9-16).

2. As 1, but four swing-hops forward in place of running (9-16).

3. As 1, but a triple balance-hop turn left and right in place of running (9-16).

(d) 1. Two cross balance-steps (1-6) and two double balance-hops (7-12).

2. As 1, with arm swings during the balance-hops, the left arm fore-upward, the right arm sideward when hopping left, and *vice versa* when hopping right.

Digitized by Google

III. Club Swinging

Arrange the class in open order.

Unit 1. A1. *Raise the left arm and club forward* (knuckles down) —*Raise.* Continuous horizontal hand circles outward above the arm (1-2; 1-2).

The same exercise right, then both.

The same exercise inward left, right, both.

2. *Raise both arms right sideward—Raise.* Swing the arm in a half circle forward and to the left—1; then return to the right in the same manner—2.

3. As 2, but performing a double horizontal hand-circle when swinging from right to left—1; then swing down and up again to the starting position right sideward—2.

4. As 3, but beginning left sideward.

5. *Clubs—Up.* Double arm and hand-circles left, the hand circles below (1-2; 1-2).

B. *Clubs under arms—Place.* Hop three times left and right (1-3; 4-6), raising the opposite leg sideward.

Unit 2. A. *Clubs—Up.* With straightening arms sideward bend upper trunk backward—1; return—2.

B1. Raise the arms fore-upward and fall-out obliquely left forward—1; bend the trunk backward—2; reverse—3; return—4.

The same right.

2. As 1 with bending arms and lowering clubs over shoulders when bending backward.

The same right.

3. Stride obliquely left forward and swing arms fore-upward—1; bend the arms and two hand circles forward (2-3); bend trunk fore-downward, swinging arms downward—4; straighten trunk, swinging arms upward—5; two hand-circles forward at shoulders (6-7); position 8.

The same right.

Unit 3. 1. Raise left knee forward and arms sideward—1; straighten the left leg backward and lower trunk forward—2; position—3.

The same right.

Digitized by Google

IV. Apparatus Work

High Horizontal Ladder

1. Chinning, hanging on one beam.
2. Cross-hang on the beams. With swinging sideward travel backward.
3. Travel backward on the rounds, skipping one or more rounds.
4. Side-hang on one beam, facing outward; under grip. Pull up on the ladder (for strong pupils).
5. Hang as in 4; bend arms and raise knees, then straighten legs forward.
6. Cross-hang on the beams. Hand-jumping forward, backward and sideward.

V. A Game

Volleyball

Note—Additional work assigned for this period: Stallbars, Short Sprints and Indoor Baseball. For Indoor Baseball a tournament should be arranged with scheduled games for all the available time until the close of school.

ASSIGNMENT XII

I. Tactics

Additional school tactics. Class arranged in single front ranks.

1. *Fall—In. Dress.*
2. *Half wheel left and four steps forward—March.*
3. *Half wheel right and four steps forward—March.*
4. *Four steps forward and half wheel left—March.*
5. *Four steps forward and half wheel right—March.*

II. Running. Rhythmic Steps

Right—Face. Running, forward—Run. Run up to eight minutes. Also run short distances in specified time.

A. Marching Steps

Arrange the class in a column of twos.

1. Alternate marching in common step and in quick step.
2. Alternate eight steps marching on the toes with eight knee-raising steps.

Digitized by Google

B. Dancing Steps

(a) 1. Alternate two glide-polka-hops forward (1-8) with eight marching steps (9-16).
2. As 1, but with four cut-hops backward (9-16).
3. Alternate two cut-hops sideward (1-4) with four jumps in place (5-8).
4. As 3, but four cuts sideward in place of jumps (5-8).

(c) 1. Alternate two schottische steps forward (1-8) with two triple balance-hops forward (9-16).
2. Alternate two triple balance-hops forward (1-8) with eight leaps forward (9-16).
3. Same as 2, with arm raising left obliquely fore-upward and right sideward, and *vice versa* (1-8) and arms sideward during the leaps (9-16).

(d) 1. Alternate two cross balance-steps obliquely forward (1-6) with six running steps (7-12).

III. Club Swinging

Arrange the class in open order.

Unit 1. A1. *Clubs—Up.* Hand circles forward and later backward, on the outside and also the inside of arms.
2. Horizontal hand circles alternating above and below the arms.
3. Review arm- and hand-circles outward, inward, left and right, also the hand-circles at the shoulders and below.
4. Combination of arm circles with one hand-circle at the shoulder, a second hand-circle above, a third at the opposite shoulder and a fourth below.
5. Combinations of both arms as in 4.
B. *Clubs under arms—Place.* Jump four times, performing a complete turn left (1-4); then right (5-8).

Unit 2. A1. Raise the left leg backward and the arms sideward —1; return—2.
The same right.
2. As 1, slowly bending the upper trunk backward.
The same opposite.
B1. *Left forward—Stride.* Swing the arms fore-upward and turn trunk left—1; bend trunk left—2; reverse—3; return—4.
The same opposite.

Digitized by Google

2. *Lunge left forward and arms sideward—Raise.* Turn trunk left—1; raise arms upward—2; reverse—3; return—4.

The same right.

3. Turn trunk left and swing clubs over shoulders—1; two hand circles forward (2-3); bend trunk fore-downward and swing arms down and backward —4; straighten trunk and swing clubs over shoulders—5; two hand-circles forward (6-7); position—8.

The same right.

Unit 3. 1. Bend the knees and raise arms forward—1; straighten the knees, raising left knee forward and the arms upward—2; straighten the left leg backward and lower the arms sideward—3; position—4.

The same opposite.

IV. Track and Field Work

Basketball Far Throw

First have each team throw for itself. Then have the better and the poorer throwers of all teams compete against another.

V. A Game

Foot Baseball

Note—Additional work assigned for this period: Balance Beam, Low Horizontal Ladder; also the games of Pinball and Indoor Baseball.

Digitized by Google

INDEX

PAGE

Age Aims and Records:
Running, 50, 60, 75 and 100 yards 36
Standing Broad Jump..... 36
Running Broad Jump..... 36
Triple Standing Broad Jump... 36
Running Hop, Step and Jump.. 36
Running High Jump..... 36
Basketball Overhead Far Throw. 36
Basketball Round Arm Far Throw 36
Indoor Baseball Far Throw..... 36
Age-Groups, Material for..... 7
Apparatus Work (Summary) 29
Assigned Work, in Typical Lessons 45
Balance-Hop (illustration) 43
Basketball Far Throw 62
Battleball 48
Bend Arms to Thrust (illustration) 40
Bend Knees (illustration)..... 38
Bend Trunk Fore-downward (illustration) 37
Broad Jump, Standing 48
Broad Jump, Running 51
Broad Jump, Triple Standing..... 65
Broad Jump, Aims and Records... 36
Captainball 60
Captain Dodgeball 105
Chart of Age Aims in Track and Field Work 36
Club Exercises 23, 107, 110, 112, 130, 132, 135, 137, 140, 142
Clubs Up (Starting Position), (illustration) 43
Credits for Physical Education ... 16
Curtsy (illustration) 44
Dancing Steps (Summary) 24
Day or Night 57
Definitions, Military Tactics 17
Dodgeball, in a Circle 55
Dodgeball, Captain 105
Dumbbell Exercises 56, 58, 61, 99, 102, 120, 122
Eighth Grade (Second Year), First Term 82
Assignment 1 82
Assignment 2 84
Assignment 3 86
Assignment 4 89
Assignment 5 92
Assignment 6 95
Eighth Grade, Second Term 98
Assignment 7 98

PAGE

Assignment 8 100
Assignment 9 103
Assignment 10 107
Assignment 11 109
Assignment 12 111
Fall-out, Forward (Sideward, Backward), (illustration) 40
First Year (Seventh Grade), First Term 46
Assignment 1 46
Assignment 2 49
Assignment 3 52
Assignment 4 55
Assignment 5 57
Assignment 6 60
First Year, Second Term 64
Assignment 7 64
Assignment 8 66
Assignment 9 70
Assignment 10 73
Assignment 11 75
Assignment 12 78
Free Exercises (Summary) 22
Foot Placing (illustration).....39, 44
Games (Summary) 26
Games, Rules for:
Battleball 48
Captainball 60
Captain Dodgeball 105
Day or Night 57
Dodgeball, in a Circle 55
Jumping Circle 69
Pass-Ball Relay 66
Poison 62
Riderball 69
Three Deep 51
Gymnastic Positions (illustration). 37
High School Methods 15
Hop, Step and Jump, Running.... 54
Illustrations, Gymnastic Positions. 37
Instruction Material 21
Jumps, Age Aims and Records for. 36
Jump, Standing Broad 48
Jump, Running Broad 51
Jump, Running Hop, Step and.... 54
Jump, Running High 57
Jump, Triple Standing Broad..... 65
Jumping Circle, Game of 69
Knee Bending (illustration)..... 38
Lessons:
Seventh Grade (First Year).... 46
Eighth Grade (Second Year)... 82
Ninth Grade (Third Year)..... 98

Digitized by Google

	PAGE
Lesson Plans for Forty-Minute Periods	3
Lower the Trunk Forward (illustration)	37
Lunge Forward (Sideward, Backward), (illustration)	40
Marching Steps	24
Material for Age-Groups	7
Material, Instruction (Summaries)	21
Military Tactics, Definitions of	17
Ninth Grade (Third Year), First Term:	
Assignment 1	82
Assignment 2	84
Assignment 3	86
Assignment 4	89
Assignment 5	92
Assignment 6	95
Ninth Grade, Second Term	98
Assignment 7	98
Assignment 8	100
Assignment 9	103
Assignment 10	107
Assignment 11	109
Assignment 12	111
Objects of Physical Training	1
Pass-Ball Relay with Encircling	66
Place the Foot Forward (Backward, Sideward)	39, 44
Poison, Game of	62
Principles Underlying the Combination of Movements into Exercises	13
Rhythmic Steps (Summary)	24
Riderball, Game of	69
Roster for Junior High Schools	32
Running Broad Jump	51
Running Broad Jump, Aims and Records	36
Running Hop, Step and Jump	54
Running Hop, Step and Jump, Aims and Records	36
Running High Jump	57
Running High Jump, Aims and Records	36
Second Year (Eighth Grade), First Term	82
Assignment 1	82
Assignment 2	84
Assignment 3	86
Assignment 4	89
Assignment 5	92
Assignment 6	95
Second Year, Second Term	98
Assignment 7	98
Assignment 8	100
Assignment 9	103
Assignment 10	107
Assignment 11	109
Assignment 12	111
Selection of Material for Age-Groups	7
Seventh Grade (First Year), First Term	46
Assignment 1	46
Assignment 2	49
Assignment 3	52
Assignment 4	55
Assignment 5	57
Assignment 6	60
Seventh Year, Second Term	64
Assignment 7	64
Assignment 8	66
Assignment 9	70
Assignment 10	73
Assignment 11	75
Assignment 12	78
Sprinting	59
Standing Broad Jump	48
Standing Broad Jump, Aims and Records	36
Stride (Forward, Sideward, Backward), (illustration)	39
Swing Hop (illustration)	44
Tactics, Military, Definitions of	17
Tactics (Summary)	21
Third Year (Ninth Grade), First Term	115
Assignment 1	115
Assignment 2	117
Assignment 3	119
Assignment 4	122
Assignment 5	124
Assignment 6	126
Third Year, Second Term	129
Assignment 7	129
Assignment 8	131
Assignment 9	134
Assignment 10	136
Assignment 11	139
Assignment 12	141
Three Deep, Game of	51
Track and Field Events (Summary)	26
Triple Standing Broad Jump	65
Triple Standing Broad Jump, Aims and Records	36
Types of Lessons	3
Typical Lessons—Assigned Work	45
Wand Exercises	65, 67, 71, 74, 76, 79, 90, 93, 96, 125, 127

Digitized by Google

Digitized by Google

Digitized by Google

THIS BOOK IS DUE ON THE LAST DATE
STAMPED BELOW

AN INITIAL FINE OF 25 CENTS
WILL BE ASSESSED FOR FAILURE TO RETURN
THIS BOOK ON THE DATE DUE. THE PENALTY
WILL INCREASE TO 50 CENTS ON THE FOURTH
DAY AND TO $1.00 ON THE SEVENTH DAY
OVERDUE.

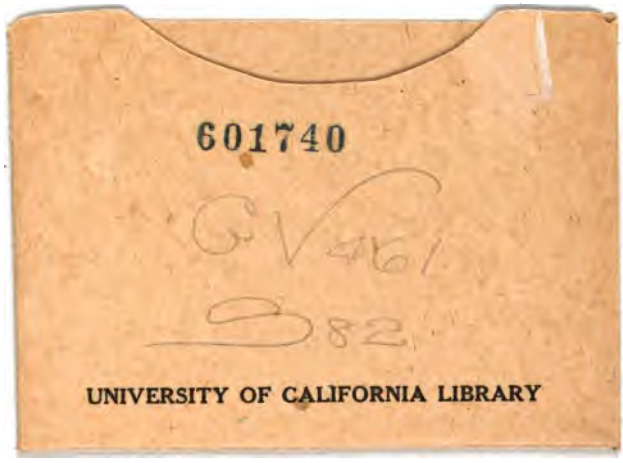
JUL 24 1937

20Mar54VT
MAR 9 1954 LU

LD 21-100m-8,'34

Digitized by Google

YC 27392


601740
GV461
B82
UNIVERSITY OF CALIFORNIA LIBRARY

Digitized by Google